ST. PAUL'S SCHOOL HANDBOOK

2021-22

Our Mission

In educating students to build purposeful lives in service to the greater good, St. Paul's School engages young people in a diverse, inclusive, and ethical community, dedicated to the pursuit of excellence in character and scholarship and inspired by the beauty and spirit of our Millville home.

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1. INTRODUCTION

1.1 Statement of Purpose

St. Paul's work as an educational institution is guided by its core values: Love, Kindness, Compassion, the Pursuit of Wisdom, Humility, Inclusivity, Unselfishness, and Joy. The cornerstone of our model is the school's fully residential community, in which all faculty and students live together on campus. Our holistic teaching and learning experience is deliberately constructed, coordinated, and "integrated" among all places and spaces — classrooms, Chapel, athletic teams, housing, dining hall, community center, performing arts, and co-curricular programs. This educational model is comprehensive and uses a skill-based developmental framework to meet the needs and abilities of each student. Robust and healthy relationships are central to the educational experience and fostered in many ways: through daily contact with faculty and staff, the formal advising system, and the Living in Community (LINC) program.

As a member of this fully residential community, students are offered unique opportunities for cooperation, collaboration, and lasting friendships with peers, faculty, and staff. Although we are a diverse school composed of people with a broad range of interests and traditions, respect for others is essential in the fabric of our lives here. We ask, for example, that you be polite and appropriate in all verbal and electronic communications and that you consider carefully how your words, dress, and actions influence others and may have the potential to offend if they are not chosen thoughtfully. By listening when someone else is speaking, being considerate of all those living and working here, helping to maintain a safe and clean environment in the houses and grounds, following directions given by any adult in the community, using public spaces appropriately, and considering how behavior and communications affect or influence others, we are showing respect for all members of the SPS community. We expect that students will stand up and intervene, as appropriate, when they witness behavior that negatively affects others.

1.2 Commitment to Diversity, Equity, Inclusion, and Belonging

We believe that diversity in all of its forms is the bedrock of institutional excellence, and at SPS, our diversity is rich. We believe that all community members are responsible for nurturing inclusivity and that each person must do their part to create a community that is welcoming, and to hold one another accountable for our shared commitment to:

- supporting all students, faculty, and staff as they work to define themselves and to find their places in an increasingly diverse school community and a rapidly changing world;
- advancing cross-cultural exchange within the School through both formal events and informal programs;
- fostering a deeper understanding of, and respect for, the diverse backgrounds of SPS community members;
- eliminating barriers that may prevent people with specific racial, ethnic, religious, gender, age, or class affiliations or of any sexual orientation from participating fully in the community.

1.3 Nondiscrimination Policy

St. Paul's School admits qualified students of any race, color, national or ethnic origin, sex, gender identity or expression, religion, sexual orientation, disability status, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the school. St. Paul's School does not discriminate on the basis of race, color, national or ethnic origin, sex, gender identity or expression, religion, sexual orientation, disability status, or any other status protected by applicable law, in the administration of its educational, admissions, financial aid, athletic, and other school-administered programs.

1.4 The Fine Print

The St. Paul's School Handbook for 2021-2022 "SPS Handbook" is the definitive guide for students enrolled at St. Paul's School. Please understand that no set of rules or guidelines can cover every conceivable situation that may arise at this, or any school. The rules, policies, and procedures detailed in this handbook are intended to apply under normal circumstances. As we have seen thus far in 2021, emerging situations on campus and in the world at large have disrupted normal circumstances and we anticipate there will be situations that require immediate or nonstandard responses during the 2021-22 school year.

Being clear about expectations and policies will hopefully inspire positive participation in all areas of the school, promote learning, and encourage the understanding that being kind, living honorably, and standing up is at the heart of our community. The sections below are included to clarify the community's expectations of all students, regardless of age and including those who have turned 18. Later in the handbook, there is a more specific list of rules, expectations, and consequences for breaking them.

This handbook does not limit the authority of St. Paul's School to deviate from the normal rules and procedures set forth in this handbook and to deal with circumstances as they arise in the manner deemed most appropriate by the School (including, but not limited to student discipline), taking into consideration the best interests of the School, its students, faculty, employees, families and community. These policies may be revised or updated periodically to reflect emerging situations. The community will be advised of any substantive changes as they are made.

Living honorably is a foundational value on which this community rests — a value found in our mission and School prayer. This means...safe, respectful, responsible, inclusive...We expect honorable behavior in all areas of school life, formal and informal, curricular, and extracurricular. Kind and honorable interactions between students, parents, faculty, and staff are essential to sustaining the healthy functioning of our school.

2. COMMUNITY STRUCTURE

2.1 Major School Expectations

St. Paul's School expects all members of our community to strive to live according to the values embodied in our School Prayer and School Honor Code:

- Be Kind: be Thoughtful, Unselfish, and Compassionate
- Live Honorably: be Respectful, Responsible, and Safe
- Be Truthful

By choosing to join this community, you elect to meet these expectations. The choice to attend St. Paul's School represents your decision to respect these ideals and to be shaped by them. Disregard for the School's expectations jeopardizes your place at the School. In choosing to attend St. Paul's School, you agree to live in accordance with the School's expectations.

2.2 Functional Skill Expectations

Although we recognize that adolescence is a period of growth and development, we believe that students must possess basic functional skills and capacities in order to engage successfully in a fully residential school environment. These basic requirements are best described through our framework of Social-Emotional Competencies and Skills.

Self Management

Students must be able to:

- regulate one's sleep
- wake oneself in a timely manner
- complete assigned tasks within given deadlines
- meet required obligations
- maintain a healthy and safe environment
- practice basic self-care
- control negative impulses

Relationship Skills

Students must be able to:

- share a room and common living space with peers
- · live with and respect individuals from diverse backgrounds
- establish and maintain healthy boundaries with peers
- communicate effectively with peers and adults
- be truthful, respectful, and kind in interactions with others

Positive Decision Making

Students must be able to:

- make use of academic and health resources as deemed necessary by the School
- live in alignment with our school's values to be kind and live honorably

2.3 Shared Family Responsibilities

St. Paul's School honors and values the strong relationships our students have formed with their families and seek to partner with parents and guardians to create a seamless web of support. Families are expected to uphold the values of the School and abide by these expectations, including:

- Understanding and respecting the role of the adviser as the primary contact between the family and the School;
- Empowering students to take responsibility for their own education and experience and supporting self-advocacy over stepping in;
- Treating all School personnel with respect;
- Partnering with the School in support of policies and procedures which guide every student's education and development.

2.4 Chapel

Monday, Tuesday and Friday 8:30 a.m.; Thursday 8:50 a.m.

Attendance and Comportment Expectations

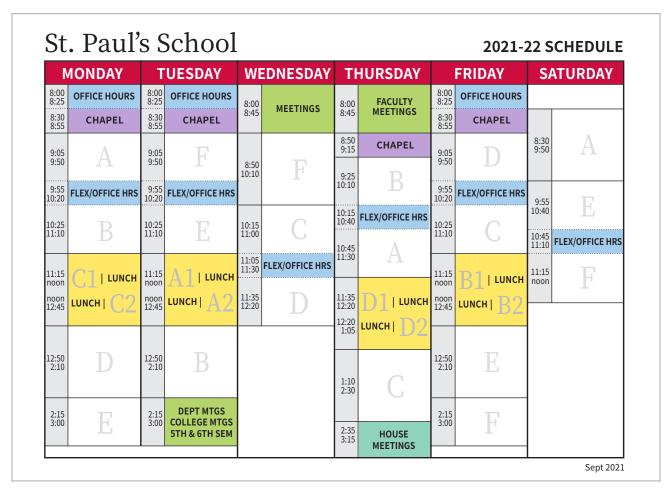
- The Chapel of St. Peter and St. Paul is an inclusive space that honors the Episcopal, interfaith, and secular life of the School; a space that promotes socio-emotional growth in a tech-free and loving environment. Attendance at morning chapel is mandatory, seating is assigned and attendance is taken each day. All community members must observe the following guidelines while in chapel:
- Food and drink (including water) are not to be brought into or consumed in the Chapel
- Cell phones, backpacks and all academic materials must be left in the cloister or outside
- Profane language and music is not allowed
- · Seats must not be accessed by climbing over the rails
- Students who arrive after the start of chapel are to enter through the Cloister door and check in with the designated attendance dean or will be marked absent

Chapel Announcements

Student announcements are a vibrant part of morning chapel and all students are encouraged to announce meetings, competition results and upcoming events. All announcements must be submitted in advance, and approved by the Dean of Students office in advance. Announcements should be brief (no more than 30 seconds) and appropriate. Proposed announcements are submitted, by noon of the prior day, by logging into Millville>apps>chapel announcements.

2.5 Daily Schedule

The daily schedule is subject to change. The homepage @Millville.sps.edu and the daily edition of SPS Connected, the School's daily electronic newsletter are the best places to look for updates and changes.



2.6 SPS 360

To live in this community is to learn — in every moment, with every personal interaction. We call our approach to learning SPS 360, the integration of social, emotional, intellectual, and spiritual growth into every aspect of each student's life.

SPS 360 — like the School itself — is designed to be responsive, adaptable, and accountable. Because values themselves cannot be measured, St. Paul's introduces skills and competencies that can be measured, which can be applied within our classrooms as well as within all programs, places, and spaces on our campus, from classrooms, to music ensembles, to athletic teams, to house meetings. Underlying these tenets is the essential approach that students engage as active participants in their learning. Students need to play important roles in creating the community they want to have; they need to learn the skills necessary to live in alignment with values, and they need to work on them in a culture of transparency and respect. In the SPS 360 environment, this approach applies equally to both the academic sphere and to every other domain of student life.

2.7 Living in Community (LINC)

Living in Community provides the developmental framework that directs and supports our approach to learning. Designed to "educate toward a greater good," LINC is built upon the core values of St. Paul's School (love, kindness, compassion, humility, unselfishness, inclusivity, and the pursuit of wisdom) and is intentionally interwoven in all areas of school life. Distilled, these values are represented in the LINC slogan: to be kind and live honorably.

- Be Kind: Thoughtful, Unselfish, Compassionate, Inclusive
- Live Honorably: Respectful, Responsible, Safe

LINC aspires to pro-actively shape, foster, and sustain a school culture that is inclusive, healthy and fun. We achieve this by providing comprehensive, coherent, and evidence-based programs and experiences that build skills and capacities that enable SPS students to live in alignment with the school values. LINC is built on best practices associated with prevention programming.

Direct LINC Programming

The Living in Community (LINC) Program is composed of an array of classes, programs, and experiences that target all SPS students. It includes two foundational courses for the Third and Fourth Form students, a Seminar for Fifth and Sixth Formers, LINC contentinformed house meetings, form-based Community Outreach Days, LINC Days, and an array of other opportunities and experiences directed at both faculty and students.

Courses and Seminar

Third Form students participate in a yearlong course which meets once each week. Care is taken to create a safe space in which students can talk about important or sensitive issues in the presence of a trusted adult and LINC Leader. Although important content regarding a wide range of topics is delivered over the course of the year, the primary focus of these classes is not didactic. Rather, emphasis is on the ability to explore and express thoughts, feelings and beliefs. In these courses, the content provides the vehicle to develop skills and competencies that will aid students in learning from one's self and one another while respecting and understanding diverse perspectives and backgrounds.

Fourth Form students participate in a LINC class for one term of their Fourth Form year that meets three days per week. While the content areas are, to a degree, similar to those in the Third Form course, the Fourth Form course is focused on the power of social norms and aims to equip participants with the skills and knowledge necessary to be critical consumers (and creators!) of the world around them.

Fifth and Sixth Form students participate in a seminar which meets nine times over the course of the school year. The purpose of the seminar is to create safe spaces for students to discuss topics related to healthy relationships. Content is focused on aspects of human sexuality including sexual health and reproduction, sexual identity, intimacy, affirmative consent, sensuality, and sexualization. An examination of the diversity of beliefs and values associated with these topics is central to the discussion.

Other Programming

In addition to the form specific courses and seminars, LINC-related content and topics will be incorporated into or addressed through a number of other means that will affect the entire school community (students, faculty, and parents). These will include three, one-day events (LINC Days) that are typically student designed and implemented, and feature an outside speaker or presentation for the entire school community. Other opportunities for direct program delivery are form-based meetings, House meetings, and student leadership training sessions.

2.8 Social and Emotional Education

"Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (The Collaborative for Academic, Social and Emotional Learning).

As a fully residential Episcopal school, St. Paul's is committed to a relational context for learning. Our holistic philosophy includes the academic, social, emotional, physical, and spiritual facets of human development. This approach derives from an understanding of children being in the process of becoming and acknowledges that growth is active and multi-faceted rather than didactic. We accept that dissonance and discomfort are a natural and necessary part of the development process, and understand that children must take risks and experience failure in order to develop and learn.

Development does not, however, occur in a vacuum. As a result, we strive to create an environment in which children can experience authentic, meaningful relation- ships with adults. It is within the context of these relationships — in classrooms, in houses, and beyond—that perspectives can be challenged and real growth occurs. Strong relationships and a clear understanding of shared community expectations equip St. Paul's students live out our school values on a daily basis; to be kind and to live honorably.

The Five Core Social and Emotional Competencies

All components of the LINC curriculum aid in the development of five critical social and emotional competencies, and their associated skills. The five competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Competency 1: Self-Awareness

Self-Awareness is the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Associated Skills:

- Developing capacity for self-reflection
- Identifying and labeling emotions
- Demonstrating compassion for self
- · Identifying and cultivating one's strengths and positive qualities
- · Recognizing the multifaceted nature of identity

Competency 2: Self-Management

Self-Management is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Associated Skills:

- Monitoring and regulating feelings so that they aid rather than impede the handling of situations
- Establishing and maintaining a growth mindset
- Caring for and advocating on behalf of oneself

Competency 3: Social Awareness

Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and support structures.

Associated Skills:

- Identifying and understanding the thoughts and feelings of others
- Understanding that individual and group differences complement each other and make the world more interesting
- Applying critical analysis skills to media and social contexts
- Recognizing one's own privilege and a commitment to leverage that privilege on behalf of others

Competency 4: Relationship Skills

Relationship Skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Associated Skills:

- Using verbal and nonverbal skills to express oneself and promote positive and effective exchanges with others
- Establishing and maintaining healthy and rewarding connections with diverse individuals and groups
- Achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned
- Effectively conveying and following through with one's decision not to engage in unwanted, unsafe, unethical, or unlawful conduct

Competency 5: Responsible Decision Making

Responsible Decision Making is the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Associated Skills:

• Accurately perceiving situations in which a decision is to be made, and assessing factors that might influence one's response

- Recognizing and understanding one's obligation to engage in ethical, safe, and legal behaviors
- Believing that others deserve to be treated with kindness and compassion, and feeling motivated to contribute to the common good
- Generating, implementing and evaluating positive and informed solutions to problems
- Identifying and accessing appropriate resources
- Identifying and intervening in unsafe, unkind behaviors, and/ or illegal behaviors

2.9 Student Support Systems: Adult Support Structures

As a fully residential Episcopal school, St. Paul's is committed to a relational context for learning. Our holistic philosophy includes the academic, social, emotional, physical, and spiritual facets of human development. This approach derives from an understanding of children being in the process of becoming, and acknowledges that growth is active and multi-faceted rather than didactic. We accept that dissonance and discomfort are a natural and necessary part of the development process, and understand that children must take risks and experience failure in order to develop and learn.

Development does not, however, occur in a vacuum. As a result, we strive to create an environment in which children can experience authentic, meaningful relation- ships with adults. It is within the context of these relationships — in classrooms, in houses, and beyond — that perspectives can be challenged, and real growth occurs. Differentiated expectations and programs help students learn safe, responsible and respectful behavior while honoring the process of ongoing human development.

Advisers

Faculty advisers take primary responsibility for shepherding students through their time at St. Paul's School and serve as a liaison between the student, their teachers and their family or guardian. Advisers strive to cultivate an atmosphere of trust so that students can openly discuss their hopes, dreams and goals. In addition to offering a listening ear and practical assistance, the adviser is a source of reliable information regarding School policies and procedures as well as opportunities for enrichment in both the School and greater Concord community. Advisers assist students in their academic programs and course selections, keep abreast of students' athletic commitments and community activities, and provide the friendly support, trust, and understanding that undergird adolescent growth and development.

Advisers call or write parents at the start of each year to introduce themselves and to discuss a communication plan. Advisers will write an end of term report for parents and will communicate informally as necessary. Parents/guardians with questions should first reach out to their child's adviser. Advising at St. Paul's School is primarily house-based which means that students will have the opportunity to see their adviser at various points during the week: while the adviser is in the house for evening duty, house meetings and other events.

Heads of House

The heads of house, in collaboration with the Dean of Students Office and Clark House, are the chief stewards of residential life at St. Paul's School. Their principal charge is to create a safe, inclusive, and healthy residential environment program for our community.

The head of house team identifies and develops consistent expectations and guidelines for students across all residential houses, works collaboratively to develop best practices for faculty advisers and consults with the dean of students, vice rector for school life, and the Rector in the identification and implementation of inclusive and welcoming residential policies.

The Dean of Students Office

The Dean of Students Office is staffed with a team of caring professionals who believe in the power of positive student culture. The team strives to co-create and nurture a healthy environment where every student is seen and is given the opportunity to explore, grow and become their most authentic self. The core values of the team are trust and kindness. We are connected by our shared commitment to the community and the impactful work of supporting and sustaining positive student culture.

Every member of the Dean of Students Office works to ensure that St. Paul's School cultivates a safe, respectful and joyful community by delineating clear expectations, promoting positive behaviors, and holding students accountable.

The Dean of Students Office strives to support students in every aspect of their residential life at St. Paul's School. The team handles matters concerning student health and wellness, activities, off-campus programs, leadership development, daily attendance, special permissions, discipline, and more.

The Vice Rector for School Life

The vice rector for school life is tasked with advancing the health and wellness of the School community, specifically with regard to inclusivity in every realm of the School — race, class, ethnicity, gender, religion, nationality, sexual orientation, and/or disability. The vice rector for school life collaborates with community members (students, parents, faculty, and staff) to design, implement, and monitor programs and strategies to foster prosocial behavior and reduce student risk behaviors, attitudes, and experiences. The vice rector for school life is available to support students and faculty interested in developing and fostering initiatives to build a healthy, inclusive culture.

The Student Review Process

Each year, all students will be reviewed by the faculty. Students who are identified as potentially in need of additional support will be referred to the Student Review Committee or the Student Teacher Assistance Team.

Student Review Committee

The Student Review Committee is composed of the vice rector for school life, the dean of studies, the dean of students, the director of counseling, the director of college advising, director of academic support, and a representative from the Admission Office. Other relevant adults including a student's teachers and coaches will be consulted and may be invited to participate in the discussion.

Students referred to the committee will be assessed in regards to their ability to meet basic functional skill expectations in all areas of school life. The committee will review available data and make recommendations for the student's path forward. These recommendations may include increased engagement with appropriate supports (study hall, tutoring, counseling) as well as a frank assessment of the student's ability to demonstrate consistent improvement. In cases where the student cannot meet these criteria, the committee may, in the best interest of the student, recommend that the family consider withdrawal or recommend to the Rector that the student be dismissed.

Student Teacher Assistance Team "STAT"

The vice rector for school life, in coordination with an associate dean of students, oversees the Student Teacher Assistance Team "STAT." STAT is a group that meets to problem-solve academic, behavioral, or health-related issues. These concerns can be student specific or relevant to the entire community and may include such issues as health leave, drug or alcohol use, unhealthy eating patterns, learning issues, time management, or academic difficulties. The team, which acts as a resource, is composed of core members that represent a variety of support structures within the School (Dean of Students Office, dean of studies, the student's adviser, a Clark House representative). Additional members are added as needed, including a member of the chaplaincy, the director of academic support, as well as a student's teacher(s). A referral to this problem-solving team can be made by anyone, including a parent or guardian, faculty members, adviser, or another student. STAT responds by making recommendations to address the concerns at issue, with a plan for follow-up as needed.

The Chaplaincy

The chaplaincy at St. Paul's generates, lifts up, and lives out the values of Living in Community for and with students, faculty, staff, and the wider SPS network through prayer, programming, presence, and music.

The chaplaincy is based in the Episcopal tradition, honors interfaith life and dialogue for our diverse community, and is committed to inclusive and multicultural expressions of life on campus, working in close dialogue with the Rector, vice rector for school life, and dean of students.

Chaplains are available for sacramental rites and pastoral care, to help with spiritual discernment, direct individuals to campus and wider resources (such as sites of worship or Clark House), and for suggestions/collaboration regarding Chapel programming.

Clark House Health Center

The philosophy of Clark House is based on a developmental understanding of early, middle, and late adolescence. Each of these stages, for 13- to 19-year- old students, requires specific knowledge related to their physical, cognitive, social, emotional, and moral growth. Kindness, courtesy, and humane discipline form the core values from which Clark House provides nurturing care and encourages students to take advantage of the School's many opportunities for engagement. The medical professionals at Clark House recognize the need for limits and boundaries as well as offering a place for comfort. Clark House provides a relaxed, quiet atmosphere in which students may recover from illness or injury as well as develop a necessary and healthy balance in their lives.

For more information about the services offered at Clark House and health related policies and procedures, please consult Appendix 3: Clark House Health Center

Office of College Advising

Throughout the college admissions process, the chief concern of the college advisers is giving each student — and their family tools to help find the right match: that institution best suited to offer academic and personal challenge appropriate to that student's abilities and interests following graduation from St. Paul's School. The College Office provides support at this pivotal point in our students' lives when they are asserting their independence, defining their dreams for the future, and preparing for the transition to college.

There are many institutions throughout the country where the graduates of St. Paul's School can thrive and succeed, and the College Advisers believe that a good education is as varied as the temperaments and interests of SPS students.

The goal of the office of college advising is to give students (and their families) the guidance they need to help them sift through the often dizzying amounts of information so that they can make informed choices at each stage of the journey. The advisers aim to demystify this potentially intimidating experience and to teach students, first, where they have opportunities to control the process, and second, how to exert this control. While the advisers believe that students need to play the lead role in the process, parents/ guardians are encouraged to work closely with their child's college adviser in preparing and supporting their children as they navigate this exciting and defining step in the passage to adulthood.

Although there is programming available to younger students, the college advising process at St. Paul's School begins in earnest during the Fifth Form year when advising assignments are made. Students and families are encouraged to engage with their adviser to understand and navigate the ever-shifting college admissions landscape. The role of the advisor is to share in their advisees' aspirations and to help them uncover appropriate choices across the spectrum of selectivity, and to best represent their various individual strengths and qualities at each college to which they apply. The caring professionals in the office of college advising are here to provide the resources to support SPS students in this process and to offer guidance at each step of the way.

Academics Office

The learner-centered classrooms at St. Paul's School reflect an understanding of how humans learn best; each person learns differently, but the School's teachers understand when, how, and why their individual students learn. Students assume responsibility for their own learning, following the belief that "The ones who do the work do the learning." Student/Teacher shared responsibilities include:

Understanding how learning happens:

- · Engaging with the material and with each other
- Making discoveries rather than being told what to learn
- Repeating main ideas and considering them from different perspectives

Sharing common goals:

- Embracing and practicing backward design
- Knowing where the course is going and what is expected of each member of the classroom community
- Understanding in advance the grading criteria for assessments
- Posting homework assignments which are in line with homework guidelines by the end of the class before the class during which homework is due

Assessing our learning:

- · Cultivating ongoing dialogue, collaboration, and feedback
- · Enjoying a variety of assessments to measure progress
- Sharing feedback on assessments within two weeks, or before the next graded assignment
- Sharing feedback (student-to-teacher and teacher-to-student) a minimum of twice each term and discussing the class dynamics

Athletic and Fitness Support Personnel

Athletic Trainers

Certified athletic trainers provide services in the area of prevention, evaluation, treatment, and rehabilitation of injuries or illness sustained during practices or games. Athletic training facilities are located in the Athletic & Fitness Center, the Blass Club House, the Turf Field Building, and the Hockey Center. The athletic trainers are available before and after practices and games. They also schedule individual appointments.

Facility Coordinator

The facility coordinator provides guidance on the appropriate use of equipment as well as support for the creation and implementation of individual strength and fitness training plans. The facility coordinator's office is located in the Gillespie Strength & Fitness Center.

Information Technology Help Desk

The IT Help Desk assists members of the SPS community (students, faculty, and staff) in their use of the School's information and communications technology. Folks are available Monday through Friday from 8:00 a.m. until 4:30 p.m. on the lower level of the School House, or by calling ext. 2000 from any School phone or 603-229-5698; or by sending an email to help@sps.edu.

Any failures of, or problems with SPS technology should be reported immediately to the IT Help Desk by calling ext. 2000 or from outside the School 603-229-5698; or by sending an email to help@sps.edu.

For more information about the services offered by the School's information technology department, please consult Appendix 5: Technology Acceptable Use

Safety

Every member of the St. Paul's School community shares the responsibility of ensuring the maximum safety and security of the community. The telephone number for emergencies (including fire, a serious medical event or a crime in progress) occurring on school grounds is 9-1-1. Students are encouraged to contact the Safety Department promptly should they see any suspicious activity such as trespassers, prowlers, or a safety issue by calling 603-229-4646. SPS Safety patrols the grounds 24 hours per day, 7 days per week.

The School has four emergency phones that may be used to connect directly with safety:

- Lindsay Center for Mathematics and Science
- The Crumpacker Boathouse
- The Bogle-Lechner Turf Fields
- The Lower School Pond Docks

For more information about safety at St. Paul's School, please consult Appendix 1: Safety on the Grounds

Facilities, Operations and Engineering

The Facilities Department is responsible for both the operation and maintenance of the School's physical plant (buildings, grounds, waterways, utilities), the planning and oversight of construction and managing the School's shipping, receiving and post office operations. Facilities endeavors to provide a clean, safe and comfortable working and living environment. Facilities staff are on-call 24 hours a day to respond to emergencies and may be reached by calling 603-229-4602 during business hours and by calling 603-229-4646 (SPS Safety) at all other times.

3. STUDENT LIFE

ALPHABETICAL COMPENDIUM OF IMPORTANT INFORMATION TO GUIDE DAILY LIFE ON THE GROUNDS OF ST. PAUL'S SCHOOL

3.1 Attendance

Students are expected to be present and on time for all commitments including classes, Chapel services, Seated Meals, LINC programming, co-curricular activities, appointments at Clark House and other health facilities.

Attendance Reporting

Daily Attendance will be reported at the close of each academic day. Commitments that are scheduled after the academic day ends are included in the next cycle. For example, a daily attendance report for a Tuesday would cover from 3:01 pm on Monday through 3:00 pm on Tuesday.

Tardy vs. Absence

Students will be marked *tardy* if they arrive late to chapel, but within the first ten minutes, or at a class or other commitment within the first fifteen minutes. Students who arrive later will be marked absent. Four tardies equal one unexcused absence.

Excused Absences

Absences will be automatically excused in the following circumstances for students who:

- are checked in at Clark House for illness or an appointment;
- have approved "class cuts" for School athletic commitments;
- are away on an approved leave;
- have been approved to take a "Prefect Day Off;"
- have been approved to attend an event or meeting (testing, field trip, etc.)

Disputing Unexcused Absences

Students will be notified of any unexcused absences via email. If a student believes they have been marked absent in error, or has reason to believe the absence should be excused, the student must dispute the absence before the close of the next academic day, by using the link included in the notification email. For example, if a team has been given permission to miss D Block on Wednesday in order to depart for an away game, but a student is marked absent for their D Block class, the student must dispute the absence no later than 3:00 pm on Thursday. Responsibility for meeting this dispute deadline in a timely fashion lies solely with the student.

Disciplinary Responses to Absences

Disciplinary responses to absences will be communicated to the student and their adviser via email after the 24-hour dispute window has closed, and the student should begin serving the response immediately. For example, if a student misses chapel on Monday, the student will be notified of the absence on Monday afternoon. The dispute window closes at 3:00 pm on Tuesday and the student and their adviser will receive an email on Tuesday afternoon confirming the absence and obligation to serve Early Check that same evening.

Standard Consequences for Unexcused Absences

UNEXCUSED ABSENCES	STANDARD RESPONSE
(Per Term)	(Advisers are tasked with entering response information in REACH)
1-3	One night of Early Check for each absence.
4	One week On Restrictions; required meeting with adviser; parent notification by adviser.
5	One week <i>On Bounds</i> ; required meeting with a dean; parent notification by dean.
6	Additional week <i>On Bounds</i> ; absences at this level indicate student's difficulty in demonstrating mini- mal functional skills. Review by the Vice Rector for School Life for the need for additional support and response. A STAT meeting may be indicated.
7	Additional week On Bounds; student placed on Attendance Warning, student sent to Student Review at the end of the Term.
8	Response will be determined by the Rector; the student will likely be suspended.

More Regarding Attendance Policies

- Attendance tallies reset to zero at the beginning of each term; responses may carry over to a new term
- Students who accrue a high number of absences in multiple terms may receive an individualized response
- Students who accrue six or more absences in two consecutive terms will be referred to Student Review
- Any Sixth Form student who accumulates seven or more unexcused absences in their Spring Term may be excluded from attending graduation and may have their diploma delayed or withheld.

More information is available as follows:

Disciplinary Responses: Section 8.10 Responses to Violations

Minimal Functional Skill Expectations: Section 2.2 Functional Skill Expectations

Student Review: Section 2.9 Student Review Process, Section 2.9 Student Review Committee

STAT meetings: Section 2.9 Student Teacher Assistance Team 'STAT"

3.2 Campus Safety, Use, and Access

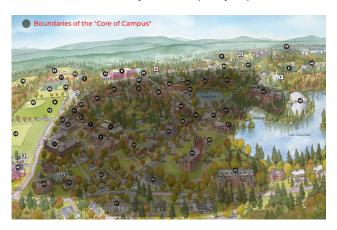
Bicycles, Skateboards, etc. and Helmet Requirements

All students, regardless of age, are required to wear helmets while riding any wheeled means of transportation, on or off campus, including bicycles, unicycles, skateboards, scooters, in-line skates, etc. Students are expected to observe safe and reasonable use, particularly in areas near public streets. Students are required to stay on defined campus paths and roadways (and off the grass) while in the Core of Campus. No scooters, skateboards, or in-line skates may be used inside any School buildings, on any steps, ramps, benches, or railings. Students are expected to lock bicycles when not in use, and to obey all rules of the road, including the use of proper lighting and reflectors at night.

Students are encouraged to register their bicycles with the Safety Department by signing into Millville>apps>bicycle registration. A registration sticker, helpful in the location of a lost or stolen bike, will be sent via school mail.

Boundaries: The Core of Campus

Students are free to explore the many trails, meadows and woods that make up the St. Paul's School campus during the day. After dusk (defined based on the season and published by the Dean of Students Office in SPS Connected, the daily School Newsletter) students are required to remain in the "core of campus"; defined as the area stretching from Foster House to the north, Sawmill Road to the south, Dunbarton Road to the east and the Chapel Lawn to the west. Students found across Dunbarton Road or beyond the Drury Orchard after dusk will likely face a disciplinary response.



BUILDING	MON, TUE, THU, FRI	WED	SAT	SUN
AFC	6 a.m 7 p.m.	6 a.m 7 p.m.	6 a.m 7 p.m.	1 - 5 p.m.
Blass Club House	no access	1 - 6 p.m. (fall/spring only)	1 - 6 p.m. (fall/spring only)	no access
Chapels	7 a.m 6 p.m.	7 a.m 6 p.m.	7 a.m 6 p.m.	7 a.m 5p.m.
Cross Country Ski House	no access	no access	no access	no access
Crumpacker Boathouse	no access	no access	no access	no access
Crumpacker Studio Space	7 a.m 3 p.m. / 7:30 - 9:15 p.m.	7 a.m noon / 7:30 - 9:15 p.m.	7 a.m 1 p.m.	7:30 - 9:15 p.m.
Dance Building	7 a.m 6 p.m.	7 a.m 6 p.m.	7 a.m 6 p.m.	no access
Dining Hall	6 a.m 7 p.m.	6 a.m 7 p.m.	6 a.m 7 p.m.	6 a.m 7 p.m.
Dorms	6 a.m 9:15 p.m.	6 a.m 9:15 p.m.	6 a.m 11 p.m.	6 a.m 9:15 p.m.
Fine Arts Building	7 a.m 4 p.m. / 7:30 - 9:15 p.m.	7 a.m 4 p.m. / 7:30 - 9:15 p.m.	7 a.m 4 p.m.	noon - 4 p.m. / 7:30 - 9:15 p.m.
Friedman	7 a.m 9:15 p.m.	7 a.m 9:15 p.m.	7 a.m 11 p.m.	7 a.m 9:15 p.m.
Hockey Center Captains Room	no access	no access	no access	no access
Hockey Center Rinks (Ice down)	noon - 7 p.m.	noon - 7 p.m.	noon - 7 p.m.	noon - 7 p.m.
Lindsay Center	7 a.m 4 p.m.	7 a.m 4 p.m.	7 a.m 1 p.m.	no access
Music Building	7 a.m 4 p.m. / 7:30 - 9:15 p.m.	7 a.m 4 p.m. / 7:30 - 9:15p.m.	7 a.m 4 p.m.	7:30 -9:15 p.m.
New Space & Lobby	3-5:30p.m.	3-5:30 p.m.	3-5:30 p.m.	no access
Observatories	no access	no access	no access	no access
Ohrstrom Library	8:30 a.m 9:15 p.m.	8:30 a.m 9:15 p.m.	8:30 a.m 12:30 p.m.	11 a.m 9:15 p.m.
School House	7 a.m 4 p.m.	7 a.m 4 p.m.	7 a.m 1 p.m.	no access
Language Lab	7 a.m 4 p.m.	7 a.m 4 p.m.	7 a.m 1 p.m.	no access
Squash Courts	1 - 6 p.m.	noon - 6 p.m.	noon - 6 p.m.	1 p.m 6 p.m.
Stovell Tennis Courts	6 a.m 6 p.m.	6 a.m 6 p.m.	6 a.m 6 p.m.	1 p.m 5 p.m.
Turf Field House	no access	no access	no access	no access
Upper Exterior Doors	6 am - 9:15 pm	6 am - 9:15 pm	6 am - 11 pm	6 am - 9:15 pm

Building Access Hours for Students

Fire Drills

All residential houses hold fire drills throughout the school year. St. Paul's School Safety Officers will conduct drills in order to prepare the community for the possibility of a real emergency situation.

For more information about safety and security, please consult **Appendix 1: Safety on the Grounds**

Outdoor Water Activities

The streams and ponds at St. Paul's are among its most beautiful natural assets, and students are encouraged to enjoy these resources safely. The School cannot monitor outdoor water activities, and students are prohibited from engaging in any form of outdoor water activity, including swimming and boating until they have passed a swim test.

Water activities are only allowed during daylight hours and with at least one other person — it is unsafe to swim or boat alone. Please remember a personal flotation device is required for each individual in personal watercraft.

For more water safety information, please consult **Appendix 1:** Safety on the Grounds

3.3 Etiquette on the Paths

In an effort to protect the special nature of the St. Paul's School's fully residential community, the use of cell phones and other electronics is restricted. While reliance on cell phones for regular communication is nearly universal, adherence to these guidelines will help every member of the SPS community be present and connected:

- No cell phone usage while walking on the paths
- If a call or text is essential, community members are expected to step off the path and find a place to sit
- No headphones or earbuds on the paths
- Personal speakers must be kept at a low volume; appropriate (non-explicit) music only
- No phone usage in the Chapel, Dining Halls or the Upper Common Room
- No active phone conversations inside any academic buildings or in Ohrstrom Library

3.4 Clark House Health Center

Clark House health center provides medical and mental health care for students enrolled at St. Paul's School. While the health center cannot serve as a substitute for a child's primary care provider, the health center offers resources that support students' medical and mental health needs in a private setting while they are at SPS. Clark House personnel will make every effort to protect a student's privacy while at the health center. For acute situations that require specialty care, referrals can be made locally. If the care of students falls beyond what Clark House can provide, rendering students incapable of functioning independently in this setting and/or jeopardizing their ability to be safe to self and others, students may be sent home for ongoing, more specialized follow up. Students and their families are required, as a condition of their enrollment, to complete and submit all necessary health forms by July 31. For more information on the forms required, please log into the *Parent Portal at sps.edu*.

Students at St. Paul's are expected to have the skills necessary to function independently at a fully residential school. These skills include self-management (self-regulate sleep, time management, medication management, accessing health care, and organizational skills), relationship skills and positive decision-making. When a student's condition negatively impacts these areas of functioning, a separation from the school until skill restoration may be warranted. Community members and parents can reach the health center 24-hour a day by calling 603-229-4850 or emailing anurse@sps.edu.

Counseling Services

As a condition of enrollment, students and their parents/guardians must review and sign the counseling consent form included as part of the annual health center forms (located on the parent portal). The Director of Counseling Services oversees three full-time counselors and one part-time counselor who are available to meet with students during scheduled appointments, as urgent matters arise or for crisis intervention.

As trust is crucial in the counseling relationship, St. Paul's School will make every effort to protect a student's privacy. To promote candor, St. Paul's School asks that parents respect the privacy of students who may not wish to share certain information about their counseling, even though under New Hampshire state law, parents of children who are under age 18 years hold the privilege to see and release their child's medical records. The counselors must build trust with students to be able to engage in any meaningful work and to that end, the student may not want to immediately inform parents or advisers of their counseling visits. The counselors work toward including parents and advisers.

Support Services

In addition to counseling services, psychiatric consultation is available regularly at Clark House. The psychiatrist may be asked to evaluate, prescribe, and monitor medication. All referrals to the psychiatrist must go through Clark House counselors or the Medical Director.

A part-time consulting nutritionist is available for students seeking help in the areas of healthy eating, weight management, sports nutrition, and/or eating disorders.

Student Illness

Students can access Clark House health center 24-hours-a-day, 7-days-a-week when school is in session. During the day, students are encouraged to schedule a time or "walk-in" during a free period to avoid missing class time or other commitments. If, however, a student is too ill to participate in their usual school activities, they can access the health center at any time. After check, if students need to access care during the night, they should not leave their dorm unaccompanied, but instead should call Safety to be picked up at the dorm and transported. If students are feeling ill and believe they need to miss Chapel or their first class, students should report to Clark House by 8 a.m. Once students are evaluated by medical staff, they may be asked to stay at Clark House. Clark House may contact a student's house adviser regarding follow-up care. If students miss classes due to illness or fatigue because they spent time in the health center, they are not permitted to attend their athletic commitments for the day and will be asked to return to Clark House for a study hall and/or will be asked to check into their dorm early that evening.

Concussions

The School's concussion protocol is included in Appendix 3: Clark House Health Center

Reproductive Health

St. Paul's School seeks to affirm and support young people in their search for appropriate expressions of intimacy and affection. The School understands, however, that serious physical, emotional, social, and legal consequences can result from intimate sexual contact. Therefore, the School strongly encourages students to postpone sexual intimacy. In the best interest of our students' emotional and physical health and safety, sexual intimacy is not allowed on campus.

St. Paul's School is also aware that students will make their own decisions about sexual intimacy. Clark House professional staff and faculty are available to all students who want to discuss reproductive health and other related issues. In addition, with parental permission, Clark House medical staff may provide reproductive health services to students. If a student is seeking medical attention outside the scope of care that can be provided at the health center, there are other resources locally to which they can be referred or directed.

Eating Disorders

The health professionals at St. Paul's School seek to foster the emotional and physical well-being of students. In keeping with this ideal, we realize the intense need students may have for support and education around the topics of nutrition, weight, body image, disordered eating, food preoccupation, and excessive exercise.

To address these issues, St. Paul's School, through Clark House, has developed a support and intervention system for students who may be suffering from disordered eating patterns, over exercising patterns, and diagnosed eating disorders. The goal is not only to evaluate students with eating disorders but also to enhance prevention of these disorders through education and community support.

For more information about the services offered at Clark House, including policies pertaining to disordered eating, please consult Appendix 3: Clark House Health Center

Management of Student Medication

Appropriate management of medication is required by New Hampshire Code of Administrative Rules He-P 816. The Medical Director and/or nursing staff at Clark House will store, administer, and/or oversee the use of all medications by students.

All medications must be kept in Clark House and administered by Clark House personnel.

Clark House must be notified of all medications that a student is taking, including prescribed, over-the counter, herbal, dietary supplements, vitamins, minerals, performance enhancers or other medications. All medications, supplements, etc. must be provided in original packaging, must be kept in Clark House and must be administered by Clark House personnel.

For more information about the School's medication management policies, please consult Appendix 3: Clark House Health Center

Sleep Deprivation

On occasion students may request to rest at the health center. Students will be asked if they have any tests, quizzes, assignments or assignments due; if so, they are required to return to class, and once it is completed, may return to sleep if they choose. Students who have no assignments or assessments may use one of the day-beds for rest. Students who use sleep deprivation will be placed on "no sports" for that day," and are expected to return to Clark House for a study hall in the afternoon. Students may also be placed on "early check" for the evening. In the event that a student overuses sleep deprivation, the student will be required to meet with the Medical Director.

Sleep deprivation study hall, held in Clark House, is designed for students who spend time sleeping during the day in the health center and therefore, miss academic commitments. The goal of this study hall is to allow structured time for students to catch up on missed assignments.

Ill At Home

If it is suspected that a student will be sick for only a few days with a limited illness like influenza, an upper respiratory infection, strep throat, or a host of other short-lived illnesses, they may be allowed to go home and recover instead of spending several nights in Clark House. Typically, the designation "III at Home" will allow students to stay at home for a few nights and return when they are better. During the time away from School, students are required to keep up with their assignments or make arrangements with their teachers upon their return to make up their work. Students should work with their advisers to communicate their "III at Home" status to their teachers. If a student's illness lasts longer than expected, the Medical Director or Director of Counseling Services can request that a student be granted a leave from the School.

Confidentiality of Health-Related Information

Clark House personnel maintain the confidentiality of all health-related information within its care or custody. Clark House personnel will not release any individually identifiable health-related information without written consent of the parent/guardian or the student in cases where the student's consent is required by law. Clark House personnel will release health-related information if required to do so by law (e.g. mandatory reporting in accordance with the School's Memo of Understanding with the Concord Police Department and the Settlement Agreement with the New Hampshire Attorney General). As a condition of enrollment, parents and students must sign the School's Informed Consent policy, which allows the Medical Director to share limited information on a need to know basis with employees of the school. To release information to other agencies, parents and students must provide written consent to release any medical or health information (including information related to drug/alcohol evaluation and random drug testing results) to the following:

- Health care professionals, including counselors providing treatment while the student is attending St. Paul's School;
- Employees or agents of the School, including off-campus chaperones, as determined by the Medical Director of Clark House, or designee, to meet the medical or safety needs of the student the community, or the legal responsibilities of the School;
- The student's parents/guardians;
- Persons working to process insurance claims.

Clark House will disclose only the minimum information necessary to achieve the purpose for which it is released.

Clark House will maintain appropriate administrative, technical and physical safeguards to protect the security of all health-related information within its care or custody.

St. Paul's School can provide medical clearance only for programs that are affiliated with the School. For all other programs and travel, domestic and foreign, please refer the necessary forms to the student's primary care provider.

Informed Consent

As a condition of enrollment, parents and students are required to sign the Informed Consent form. This consent also authorizes a student's participation in health and wellness programs. Upon turning 18 years of age, as a condition of continued enrollment, students are required to sign the Informed Consent which then gives Clark House permission to discuss student's medical care with their parents or legal guardians.

Health Center Reporting

It is the policy of Clark House to comply with all applicable federal and state reporting requirements (including the School's Memo of Understanding with the Concord Police Department and the Settlement with the New Hampshire Attorney General). Clark House staff is knowledgeable on all applicable reporting requirements including, but not limited to, requirements relating to communicable diseases, child abuse, Safe School Zones, hazing, and injuries caused by criminal acts. Clark House provides regular training to its staff on applicable reporting requirements and establishes internal procedures to facilitate compliance. For more information, please refer to the St. Paul's School Reporting Expectations and New Hampshire Mandated Reporting Laws and your Informed Consent form. When a mandatory report is required, Clark House staff will also report the information internally to the vice rector for school life.

Sanctuary Policy for Intervention

The Sanctuary Policy for Intervention creates an avenue for helping students engaged in high-risk behavior without the threat of disciplinary action. The adults of our community keep as a top priority the safety and health of the students and urge students to use this policy to help themselves or others they feel are at risk.

Sanctuary may be invoked when:

- a student brings to any adult (including the Health Center staff and the deans of students) an at-risk student and/or information concerning risky behavior by the student or another student, that would not otherwise be available to adults, or
- an adult refers to the Health Center or the dean of students a student who is suspected to be engaged in on-going high-risk behavior.

A student under the protection of the Sanctuary Policy is obligated to communicate openly and honestly with the adults working with the student.

Responses to an Intervention

Response to the first episode will include notification of the student's parents, adviser, head of house, and dean of students, student submission to a risk-behavior evaluation and counseling. If a student continues to engage in at-risk behaviors after a Sanctuary, a disciplinary consequence is a likely outcome. A second sanctuary indicates that a student is unable to live in alignment with school expectations and a health based separation from the school may be necessary. Students who are aware of at-risk behaviors should contact Clark House personnel for guidance.

Exceptions to the Sanctuary Policy

Situations in which an adult finds a student engaged in risky behavior will not be covered by the Sanctuary Policy, though the student can invoke the Sanctuary Policy for others involved in such behavior by providing names of students who would not otherwise be known to adults. Students should note that egregious situations, including those involving harm to another student, hazing, coercion, and/or the sale of controlled drugs will not be covered by the Sanctuary Policy. It is important to note that if the School comes into the possession of a controlled drug in the context of a sanctuary, it is still required to make a report to the police who may then follow up with the student. The student(s) involved would not face internal disciplinary consequences (sanctuary still applies), but they may face external legal consequences.

The Sanctuary policy is not intended to cover behaviors that do not threaten the health and safety of a student, i.e. academic dishonesty.

Administration of Sanctuary

As a health -based response, sanctuaries are administered by personnel at the Clark House health center. The dean of students, head of house and adviser of students who are sanctuaried are notified, and Clark House communicates the details of sanctuary cases to the parents/guardians of the student concerned.

Drug and Alcohol Testing

Students are expected to be completely drug and alcohol free throughout the school year and while under School supervision (e.g. School trips and preseason camps). They may not sell, distribute, use, possess, or be under the influence of illicit drugs, alcohol, nicotine, CBD products, or other substances that are used in a way other than prescribed. As a condition of the student's enrollment at St. Paul's School, parents/guardians and students are required to authorize the School to conduct drug and alcohol testing by Breathalyzer, urine or hair sample, or saliva during a disciplinary event or when there is suspicion of use.

St. Paul's School reserves the right to test students for drugs and alcohol in the following circumstances:

- The student exhibits drug or alcohol influenced behavior;
- The student has a history of drug or alcohol use at St. Paul's School;
- There are significant changes in the student's academic or social functioning;
- There are signs of psychological distress;
- Upon written request by the parent(s) of the student.

If a student tests positive for illicit substances, whether or not it can be demonstrated that the substance was used on the grounds, the student is considered to be in violation of a Major School Rule. Parents will be responsible for all costs incurred for drug testing services provided through Clark House.

Complaint Procedure

Any student or parent wishing to file a suggestion or complaint regarding care or treatment received at Clark House may write or talk to:

Dr. Theresa Ferns, Vice Rector for School Life St. Paul's School

325 Pleasant Street Concord, NH 03301 603-229-4815

OR

Division of Public Health Services

Bureau of Health Facilities Administration 129 Pleasant Street Concord, NH 03301 1-800-852-3345, ext. 9499 or 603-271-9499 TDD access 1-899-735-2964

3.5 Content Guidelines

Film and Lyrics

It is School policy that students may watch all films rated G (general audience), PG (parental guidance), PG-13, or any films projected by the School in large group settings. All R-rated films shown in larger settings (Memorial Hall, Friedman, etc.) must be approved by the dean of students. All R-rated films shown in smaller venues, such as classrooms, team buses, house common rooms, etc. must be approved by the supervising adult.

Similarly, music that is played in public venues by individuals should not include songs with explicit or offensive lyrics. Officially sanctioned school events that involve music (i.e., school dances, coffee houses, etc.) should also not include songs with explicit or offensive lyrics. Music played in the context of an academic class is under the purview of the supervising adult. Questions regarding this policy should be directed to the dean of students.

Publications

Publications and other media produced by School groups and individuals (including but not limited to the *Directory*, the *Pelican*, the *Yearbook* and the *Horae Scholasticae*) should be considered official School documents, and as such, are required to conform to community standards. Students should remember that when they create content for a School publication, they are acting as representatives of the School and their behavior should be in accordance with all major school rules and expectations. Content, including text, images, recordings and music, must be safe, respectful, and responsible. Content that is demeaning, humiliating and/or intimidating is expressly forbidden, as is the use of School documents to impersonate, harass, intimidate or discriminate against any person or group. School publications should never be used for personal gain, financial or otherwise.

Social Media Guidelines

Unless a student has received explicit permission to do so, use of the School's name (including any derivation or shortening of the name) and logo in any way that could be interpreted to suggest the School's endorsement of a student's social media activity (for example in an Instagram or Twitter handle or the name of a Facebook page) is expressly prohibited. The School reserves the right to stop social media activity that violates these guidelines.

If a student's activity on the Internet or social media violates any of the School's rules, policies or expectations, the student will be required to stop such activity and may be subject to disciplinary action.

Every member of the community must review and familiarize themselves with the School's Acceptable Use of Technology Policy , included in **Appendix 5 Technology Acceptable Use;** violations of the AUP may also be violations of major school rules.

3.6 Dress Code

Dress Code Philosophy

The St. Paul's School Dress Code seeks to:

- Contribute to a safe, respectful, and responsible School environment to celebrate equitable self-expression;
- Teach respect for self and others;
- Prepare students for the various contexts of a complex world.

The Dress Code is enforced by:

- Using inclusive, clear and firm guidelines;
- Having conversations in a supportive and relational context;
- Expecting all community members to address apparel issues;
- Not discriminating based on race, ethnicity, sex, gender identity, gender expression, sexual orientation, ability, religion, culture, socio-economic status, body type or body size

SPS Dress Code

Students are expected to understand and comply with the Dress Code at all times and in all contexts while on campus. To be in compliance, students must be clean and presentable, and wear:

- Shoes within all non-residential buildings;
- A top that covers one's front, back, and sides to the bottom garment so that nipples and undergarments are covered with opaque fabric (visible straps are allowed);
- A bottom that covers one's front, back, and sides to the top garment so that genitals, buttocks, and undergarments are covered with opaque fabric (visible waistbands are allowed), or;
- A one-piece equivalent that meets the same criteria.

Students may not wear:

• Any clothing that interferes with health or safety or contributes to a hostile environment, including and language or images depicting drugs, alcohol, violence, illegal activity, profanity, or pornography or that demeans any person or group.

Some occasions and places call for additional specifications. These include:

- Academic Day Attire: Students may only wear head coverings indoors for religious, cultural, or medical reasons. Students may not wear sweatpants, pajama bottoms, or athletic shorts.
- Formal Attire: Students must dress in business casual attire. Garments such as a dress shirt, sweater, blazer, dress, slacks, skirt, and tie would all meet this requirement. Students may not wear jeans, athletic wear, or shoes with more than a oneinch heel. Students may only wear head coverings indoors for religious, cultural, or medical reasons.
- Swimming Attire: Students may wear swim wear only when in the direct vicinity of Turkey Pond, Lower School Pond (including the Chapel Lawn), and the Ma Pool.

Enforcement

All community members are expected to comply with the Dress Code and hold others accountable. If a student violates the Dress Code, violations will be tracked and the responses will be as follows:

- **One violation:** required meeting with adviser, adviser issues Dress Code warning.
- **Two violations:** required meeting with adviser, and one night of *Early Check*.
- Three violations: required meeting with adviser, adviser informs parents, and two nights of *Early Check*.
- Four violations: required meeting with Dean of Students, Dean of Students informs parents, and one week *On Bounds*.
- Five violations: Dean of Students decision

3.7 Environmental Stewardship

St. Paul's School is committed to environmental responsibility and has instituted a variety of measures to uphold this core value.

Environmental Values Statement (Adopted 12/2008)

Inspired by its natural surroundings, St. Paul's School teaches and practices the sacred duty of environmental responsibility. To promote ecological literacy and exemplify environmental stewardship, the School commits to:

- Continuously reduce greenhouse gas emissions via energy efficiency measures, purchase of electricity from low-carbon sources, and on-site renewable energy production.
- Decrease production of waste and hazardous materials, both in our own operations and those of our suppliers.
- Promote health, productivity, and safety in all building maintenance, renovation, and construction.
- Enhance the functionality and biodiversity of campus ecosystems through sound ecological management practices, the use of native species in landscaping, and low-impact grounds maintenance.
- Incorporate comparative environmental analysis into the decision-making process for campus planning, investments, and purchasing.
- Foster ecological literacy in the community through classroom instruction, professional development, service learning, and special events.
- Establish environmental responsibility indicators by which to monitor and report progress.

Through these measures we aim to make environmental stewardship a cultural norm at St. Paul's School and a practice that remains with community members well beyond their time at this place of extraordinary natural beauty.

For more information about the School's commitment to environmental stewardship, please consult **Appendix 8: Environmental Stewardship**

3.8 Student Expenses and Finances

Every student bureau is equipped with a lockable drawer, however there is little need for cash on campus and students are discouraged from holding large amounts of cash in their rooms. Students may charge the purchase of textbooks and other supplies to their student account; payment at the Kwok Café is by card or Quick-Charge Account. For times when cash is needed, the School has installed an ATM in the Friedman Community Center.

All residential houses hold fire drills throughout the school year. St. Paul's School Safety Officers will conduct drills in order to prepare the community for the possibility of a real emergency situation. The intent is to prepare students in case a real emergency occurs. St. Paul's School Safety Officers conduct drills

3.9 Food Delivery to Campus

Take-Out and Delivery Orders

The Dean of Students office will coordinate dates and times during which food deliveries may be made to the School. Deliveries outside of the designated times and locations are not allowed. Students who violate this rule may be subjected to disciplinary action.

Groceries

The Dean of Students office will arrange for the pick-up of grocery orders once each week from specific retailers in the greater Concord area. Due to a lack of appropriate refrigerator space, students and families cannot order groceries, especially frozen or perishable items for direct delivery or for same-day delivery. Students who violate this rule may be subjected to disciplinary action.

3.10 Guests

Subject to the health and safety requirements of the community, students may have visitors on weekend days:

- Saturday from noon until 8:00 pm
- Sunday from 9:00 am until 6:00 pm

Guests are welcome in common spaces on campus but are not permitted in student houses. Students may not bring guests to SNL activities or dances. Meals in the dining hall require prior permission from the Dean of Students Office. Overnight guests are not permitted, with the exception of SPS students returning from SYA or a term exchange; with prior notice these students may stay on campus during graduation.

3.11 Harassment, Discrimination, Hazing, Assault, and Bullying

Harassment, discrimination, hazing, bullying, and assault are serious offenses, prohibited by federal and/or state law as well as the policies of St. Paul's School. St. Paul's School will not tolerate harassment, discrimination, hazing, assault or bullying of any kind, whether it is of a general nature or consistent with any of the specific examples described below. Where inappropriate conduct is found, St. Paul's School will act promptly with the goal of eliminating the conduct and taking whatever other corrective action it deems necessary. Through education and intervention, St. Paul's School makes every effort to achieve an educational environment that is free from harassment, discrimination, bullying, assault and hazing.

Harassment or Discrimination

Illegal harassment or discrimination is conduct or behavior which relates to race, color, religion, sex, age, marital status, sexual orientation, gender identity, genetic information, veteran status, physical or mental disability, national origin, or ancestry or other legally protected category and is personally offensive or threatening, impairs morale, or is so pervasive or severe that it has the purpose or effect of:

- Creating an intimidating, hostile, or offensive environment;
- Interfering unreasonably with an individual's academic performance;
- Creating a situation where academic decisions of a student depend on his or her submitting to and/or not objecting to the behavior.
- Discrimination and harassment can take many forms. Examples include, but are not limited to:
- Limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics;
- Slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes;
- Demands for sexual favors in exchange for favorable treatment, academic rewards, or continued participation in a program or project offensive or unwelcome sexual flirtation, advances, or touching;
- Obscene, demeaning, or abusive commentary about an individual's body or other personal characteristics;
- Recording individuals in potentially embarrassing situations and/or forwarding such recorded material to others; and
- Responding to refusals to provide sexual favors with verbal, emotional, or physical abuse.

Often harassing behavior results from ignorance or insensitivity to the feelings of others. Being mindful of how one's behavior is affecting others and communicating the effect of the behavior of others are good ways to minimize harassment.

Bullying

Bullying is characterized by a power differential and involves aggressive behavior that is severe or repeated and intended to cause harm. Bullying is defined as the severe or repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the targeted student or damage to the targeted student's property;
- Places the targeted student in reasonable fear of harm or damage to property;
- Creates a hostile environment at school for the targeted student;
- Infringes on the rights of the targeted student at school; or
- Materially and substantially disrupts the educational process or the orderly operation of the school.

Bullying can include, but is not limited to:

- Hitting, slapping, pushing, and other physical conduct that causes bodily harm; threatening in a manner that puts someone down or is cruel;
- Deliberately excluding someone as a way to humiliate or demean them;
- Sexually harassing conduct;
- Hazing activities.

Cyber-bullying

Cyber-bullying is bullying through the use of technology or electronic devices such as cell and smartphones, computers, and over the Internet and the School's intranet. Cyber-bullying includes, but is not limited to, email, instant messages, text messages, and social media posts regardless of whether they are made to a public or private group, web page, blog or any form of social media, or otherwise.

Cyber-bullying may include, but is not limited to:

- Taking a private email, text message, photo or post and forwarding it, or threatening to forward it, to others or posting it where others can see it to embarrass or intimidate a person;
- Spreading hurtful rumors online about another person;
- Threatening or insulting another person through aggressive emails, instant messages, or text messages;
- Posting or threatening to post embarrassing pictures of someone online without their permission; and;
- Creating a social media account, web page or blog in which the creator assumes the identity of an other person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation causes any of the conditions listed in the definition of bullying listed above.

Hazing

Hazing is defined as conduct or a method of initiation into any student organization which willfully or recklessly endangers the physical or mental health of any student or other person, regardless of consent of the individuals involved.

Examples of hazing include, but are not limited to: whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of a student or other person, or which subjects a student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

While harassment, discrimination, bullying and hazing all fall within a spectrum of interpersonal aggression and sometimes violence, they are not synonymous. Hazing is predicated on inclusion and can sometimes be overlooked because it can appear as neither particularly aggressive, nor as intended to harm. In addition, hazing can sometimes be confusing for students to understand because they might consent to the behavior. It is important to note that because hazing involves a group context and the power differential of current members and those seeking membership or acceptance by the group, peer pressure and a coercive environment can exist and interfere with consent. Therefore, conduct can be deemed to be hazing regardless of a person's willingness to participate.

Sex-Based Harassment

(Including Sexual Harassment, Sexual Violence and Gender-based Harassment)

St. Paul's School expressly prohibits all forms of sex-based harassment: sexual harassment (including sexual violence) and genderbased harassment. Sexual harassment is persistent, offensive and unwelcome conduct of a sexual nature. It includes, but is not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

St. Paul's also prohibits gender-based harassment, which is unwelcome conduct based on a person's gender or perceived lack of conformity with traditional gender stereotypes. Sex-based harassment can be carried out by school employees, students, and third parties. Any person can experience sex-based harassment irrespective of any aspect of that person's identity.

For students, sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. When the school becomes aware of possible sex-based harassment, it will take appropriate steps to investigate.

Any sexual contact or relationships between adults and students are strictly prohibited.

The School complies with all state and federal laws dealing with sex-based harassment. Our policy seeks to educate members of the community about the nature of sex-based harassment as part of our broader efforts to create healthy cultures at St. Paul's.

Sex-based harassment of an adult occurs under the law when submission to such conduct is either an explicit or implicit term or condition of employment or any employment decision (e.g., promotion, training, timekeeping or overtime assignments, etc.); or the conduct has the purpose or effect of substantially interfering with an individual's work performance, or creating an intimidating, hostile, or offensive work environment.

Identifying Sex-Based Harassment

Sex-based harassment can take various forms, many of which violate state or federal laws. Not all forms of sex-based harassment may be readily apparent to every member of the community. It may be direct and overt, or it may be subtle and ambiguous. It may be behavior that is repeated, or it may be more severe behavior that occurs only once.

Individuals might unintentionally act in a manner that others experience as sexually harassing. It is the responsibility of all members of the community to ensure that their words, actions, and interactions with others always reflect the intent to promote respect and trust. Attempts to justify such behavior as a "prank" or "joke" do not change its harassing nature if the object of the joke is not a willing participant. Whatever the basis for the harassment, it is prohibited.

Physical contact between students that is intended and perceived by those involved as positive, healthy, and appropriate to their age and experience is likely to occur. However, inappropriate physical relationships between students are described and prohibited in the School's written expectations.

When these behaviors occur between an adult and a student, it is irrelevant whether the behavior is welcome or unwelcome. There is no circumstance in which these behaviors between adults and students are permissible.

The following behaviors are examples of harassing behaviors. The list is suggestive rather than exhaustive, and members of the community should seek advice and assistance in any circumstance in which they are made to feel uncomfortable by the behaviors of another.

Some examples of harassment are:

- Physical assault, including rape or any coerced or nonconsensual sexual relations;
- Sexual advances, whether involving physical touching or not;
- Sexual physical contact;
- Sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments;
- Inquiries into one's sexual experiences or activities or discussion of one's own sexual experiences or activities other than discussed in a confidential medical or mental health visit;
- Audiotaping, videotaping, or otherwise recording others in sexual or other potentially embarrassing circumstances and forwarding or threatening to forward the recorded material to others;

- Intimidating or suggestive remarks about an individual's gender or sexual orientation, whether actual or implied;
- Sexually suggestive or degrading sounds or remarks (written, oral, or electronically transmitted), including graffiti and the spreading of sexual rumors, made to or about another member of the community
- The use of School technology to transmit sexually suggestive, offensive, and/ or degrading material, whether received at the School or elsewhere
- The open display of sexually offensive objects, pictures, and messages.

Hostile Environment

A hostile environment is one in which discrimination, harassment, hazing, or bullying causes the School environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports discrimination, harassment, hazing, assault, or bullying, provides information during an investigation of such behavior, or witnesses or has reliable information about such behavior. Retaliation may include behaviors such as being ostracized, having rumors or misinformation spread about the reporter, or the reporter being given extra cleaning or other onerous student life assignments, within the purview of student leaders to assign.

Retaliation against any individual for reporting violations of the policy, whether by the object of the complaint or someone else, will not be tolerated and will be subject to the same strict discipline as harassment, discrimination, hazing, or bullying itself. Each retaliatory offense will be investigated and sanctioned separately. Individuals who themselves are not complainants, but who participate in an investigation, for example, as witnesses or investigators, will also be protected from retaliation under this policy.

Legal Definitions and School Policy

It is important to bear in mind that stricter standards of behavior than those provided by law may apply under the policies of St. Paul's School so that the School community can prevent and address inappropriate verbal and physical conduct. St. Paul's School reserves the right to apply disciplinary measures and other corrective action in a case of a single expression, act, or gesture, if the School determines that it is of sufficient severity to warrant disciplinary measures or other remedial action. Conduct need not meet the legal definitions of harassment, discrimination, hazing, or bullying to violate the School's expectations for appropriate behavior and be actionable. The School's efforts to enhance its protection of students in no way expands an individual's rights under the law.

For more information about the School's reporting obligations, please consult **Appendix 2: Mandatory Reporting**

Prevention

St. Paul's is committed to providing the healthiest possible school environment for all members of our community. As such, the School regularly engages students, faculty, and staff in opportunities to understand and put into practice community standards and expectations.

Training for students, faculty, and staff that is specific to harassment, discrimination, bullying, hazing, and sexual harassment is provided at regular intervals at developmentally appropriate levels each school year. The aim of such training is to prevent such behaviors from occurring and to equip community members with the understanding, skills, and support to adequately respond to such instances should they occur.

Training occurs for groups of students and employees around particular topics. The School may also require individuals to attend such training to improve their understanding of the issues surrounding harassment, discrimination, bullying, hazing, and sexual harassment and the importance of preventing such instances. Information is always available through the Dean of Students Office, the Vice Rec tor for Faculty, and the Human Resources Office. In addition, the School works closely with attorneys and healthcare professionals who can provide additional information and training to members of the School community when needed.

Reporting Complaints

St. Paul's School will not tolerate and responds vigorously to any reported harassment, discrimination, bullying, hazing or sexual harassment of students, faculty, staff, or family members of employees residing on the grounds by vendors, contractors, other third parties having agreements or other contacts with the School, supporters of the School (donors, volunteers, alumni, parents), and/or visitors to the School.

Even when students or adults are not certain about whether they have been subject to or witnessed harassment, discrimination, hazing, or bullying, it is important that the behavior be reported. Individuals who have been subject to such behavior often suffer in silence, believing that they are the only one to whom this is happening and wrongly feeling that they are somehow responsible. Inappropriate behavior can persist over time because individuals think they are alone, or because they fear punishment or unwanted attention and embarrassment if they tell.

Any individual who feels that they have been subject to discrimination, retaliation, harassment, hazing, or bullying may consult with a member of the Community Conduct Board (please consult Section 8.12 Community Conduct Board for a full definition of the CCB and its charge), the dean of students, or another trusted adult. Any member of the faculty or staff of St. Paul's School who witnesses or otherwise becomes aware of discrimination, harassment, hazing, or bullying in violation of this policy or who becomes aware of retaliation against a student who provides information concerning a violation of this policy, is required to report it immediately to the dean of students, the CCB, the vice rector for school life, or the Director of Human Resources. Such reporting does not discharge the obligation of the faculty or staff member to report actions covered by reporting laws to the appropriate legal authority. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him/her of an allegation of harassment, discrimination, hazing, bullying, or retaliation.

An individual who needs to report an incident of harassment, discrimination, bullying, hazing, or sexual harassment may do so through one of three means:

- Report the incident directly to the dean of students or to Clark House
- Report the incident to a member of the Community Conduct Board
 - Vice Rector for Faculty
 - Vice Rector for School Life
 - Chief Finance and Operations Officer
 - Director of Human Resources
 - Director of Information Technology
- Director of Safety
- Submit a report via SPS Cares at www.sps.edu>living> spscares) SPS cares provides information, reporting links and a decision tree to help guide community members to appropriate reporting and support structures.

Submit a report to Lighthouse Services. Lighthouse is an independent company hired by SPS to provide a means for community members to report incidents without identifying the source of the report (Lighthouse is not a 24 hour support service).

Lighthouse can be contacted by:

- Phone: 1-800-401-8004
- Email: reports@lighthouse-services.com (tell them you are at SPS)

Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Also, while the School cannot promise strict confidentiality because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of harassment, discrimination, hazing, bullying, or retaliation only on a need-to- know basis, such as to conduct a comprehensive investigation or to ensure that the requirements of this policy and applicable law are met.

Response to Complaints

Once a report of harassment, discrimination, bullying, hazing, or sexual harassment involving students or employees is made, the Community Conduct Board (CCB) will typically investigate the reported incident. The CCB will notify the responding party at the onset of the investigation providing such notice will not compromise the investigation. In some cases, the CCB may ask the dean of students, vice rector for faculty, or director of human resources to help conduct the investigation. In other cases, the CCB may also determine that the School's Memorandum of Understanding (MOU) with the Concord Police Department has been met and no CCB investigation is necessary. In such instances, the case would be handled by the appropriate office (e.g. the dean of students, the vice rector for faculty or the human resources department).

3.12 Healthy Relationships and Reporting Resources

Healthy Relationships

The St. Paul's School community strives to create a positive and supportive culture to help students develop close connections with a diverse group of acquaintances, classmates, teammates, and friends. The School's firm expectation is that all relationships, including those that could become sexual, to be healthy. Together, we seek to create a community of kindness and respect, acknowledging that an intentionally diverse community can present opportunities and challenges involving race, class, gender, religion, sexuality, differing abilities, as well as any of the other core issues of identity.

The School provides guidance and support to students as they navigate these opportunities and challenges through intentional engagement in many contexts, including Chapel, LINC Days, adviser and house meetings, informal conversations with teachers and advisers and student leaders. Awareness and acceptance of identity — one's own and others' — is a central developmental task of adolescence. Sexuality is a particularly important and complicated element of this process. With that in mind, as well as the legal requirements of the state of New Hampshire, we have established policies to help students manage matters of sexuality safely and responsibly.

Sexual Intimacy

For high school students, the topic of sexual intimacy is a complicated one. In keeping with the School's developmental and residential life philosophy, we understand that adolescence is a time during which young people develop their personal and sexual identity. The School also recognizes that sexual intimacy is but one piece of a much larger constellation of elements that make up an individual's sexual identity and the expression of that identity. We respect our students and seek to affirm and support them in their search for appropriate expressions of self and affection towards others.

To that end, the School provides age-appropriate sexual health educational programming for students, and training for faculty so that adults in the community can provide appropriate support to students as they explore issues of sexuality, healthy relationships, consent, gender identity and expression. Clark House staff support the faculty in this work and are available to discuss reproductive health and other related issues. In addition, with parental permission, Clark House medical staff may provide reproductive health services to students.

While the adults in the community recognize that healthy romantic relationships may involve a range of physical intimacies, we must be clear that in a boarding school environment there are some special considerations, applicable to all students regardless of their sexual orientation:

- We are concerned about the physical health of students and wish to protect them from sexual behavior that may lead to sexually transmitted infections and/or to pregnancy;
- We are aware of the emotional implications that accompany early sexual relationships;
- Within our community, there is a diversity of values and moral beliefs around the issues of sexuality and sexual behavior;
- Students living closely in residence deserve privacy, knowledge of when visitors will be present in their houses, and freedom from unwanted exposure to the intimate sexual behaviors of others.
- All actions of a romantic couple should remain respectful, consensual, and appropriate at all times. Hand-holding, having one's arm around a partner, or a quick kiss are examples of appropriate expressions of affection.
- All community members are expected to be respectful and appropriate when discussing sexual intimacy. Inappropriate language would include the use of words that objectify, demean, or imply competition or conquest.
- The School recognizes the serious physical, emotional, social, and legal implications that can accompany early sexual relationships. In the best interest of our students' emotional and physical health and safety, sexual intimacy is not allowed on campus.

Respect and Consent

Students must agree to guidelines that cultivate mutual respect and establish consent by both parties in every instance, including sexual activity.

- In New Hampshire, a person under 16 years of age cannot give consent to sexual activity. In accordance with NH law, the School is required to report all instances of sexual abuse or suspected statutory rape to the local authorities. Because the age of legal consent in NH is 16, the School must report all sexual activity involving a student under 16 years of age to the Concord Police and to the NH Division of Children, Youth and Families.
- Consent cannot be inferred from the absence of a "no."
- Consent is required for all sexual acts. Consent to some acts to not imply consent to other acts, nor does past consent to a given act imply present or future consent.
- Consent must be ongoing and can be revoked at any time.
- Consent cannot be obtained by threat, coercion, or force. Agreement under such circumstances does not constitute consent.

Amnesty Policy Regarding Sexual Assault

Any student who is the victim of sexual misconduct will not be punished for concurrent violations of Major School Rules.

Reporting Resources: Sexual Misconduct

SPS is committed to creating and maintaining an environment in which students, faculty, and staff can live and work together in a community free of harassment, discrimination, bullying, and other conduct antithetical to our standards and values. We recognize that these serious offenses, when they occur, often have a profound impact on individuals and the greater SPS community. Such conduct interferes with the core mission of St. Paul's School by harming individuals and community, diminishing access to education, and impeding relationships among students, faculty, and staff. As outlined in the student, faculty, and staff handbooks, the School will not tolerate such misconduct. However, no community is immune to unhealthy, unkind, and dishonorable behaviors. It is essential that we recognize their presence and work to eliminate and prevent them. We live with one another to learn from each other, even when the conversations are difficult and the learning is challenging. The School recognizes that community members are accountable for actions that do not meet the highest standards of care for one another. Accountability facilitates individual growth, maintains standards of conduct, and strengthens community values. Cultivating a healthy school culture requires diligence and a continuing commitment to improvement.

The School recognizes that sharing a harmful experience can be traumatic and has identified a myriad of community resources to prioritize your safety and well-being. For the safety of the student and community, any disclosure received or offered here will be evaluated to determine if it is reportable under New Hampshire statutes or through other memorandum or agreement. Any communications will be handled in a private manner and consistent with the obligations of all New Hampshire residents to report abuse or neglect. Individuals with additional questions are encouraged to contact the vice rector for school life.

If you or someone you know has been assaulted or harmed, help is available 24-hours-a-day, 7-days-a-week:

Location/Affiliation	Organization	Telephone Number
Off Campus/Non SPS	Concord Police Department	911 or 603-225-8600
On Campus/SPS	SPS Safety Officers	603-229-4646
On Campus/SPS	Clark House Health Center	603-229-4850
On Campus/SPS	SPS Dean on Duty	603-848-0630
On Campus/SPS	SPS Admin on Duty	603-545-4233
Off Campus/Non SPS	Crisis Center of Central NH	1-866-841-6229
Off Campus/Non SPS	Suicide Prevention Lifeline	1-800-273-8255

If you would prefer to find information and support without talking on the telephone, please access these resources:

Location/Affiliation	Organization	How to Connect
On Campus/SPS	SPS CARES	sps.edu>living>spscares*
Off Campus/Non SPS	RAINN	Live chat 24/7 @rainn.org*
Off Campus/Non SPS	Suicide Prevention Lifeline	suicidepreventionlifeline.org/chat*
Off-Campus/Non SPS	Crisis Text Line	Text "home" to 741741

*Connect to support 24 hours a day, 7 days a week.

3.13 Identification/Proximity Cards

The safety of the SPS community is of utmost priority and many, if not all, buildings are locked at all times. Students are required to carry their ID card with them and need to report a lost or damaged card as soon as possible by calling Safety: 603-229-4646. Please note that it is a major school rule violation to be in possession of keys or proximity card(s) that are not your own (See Major School Rules). To replace a lost ID card, students should email idcards@sps.edu.

Once activated, students will receive an email response with pickup instructions.

3.14 Information Technology Support and Services

St. Paul's School provides several levels of technology-related help for computers, telephone, and voicemail; much of which is available around the clock:

The Information Technology Department (IT) manages the Help Desk at ext. 2000 or 603-229-5698 (from outside the School) to provide answers to common computer questions, schedule repairs, and direct callers to the member of the IT staff best qualified to help users solve their problems. The Help Desk is staffed Monday through Friday from 8 a.m. to 4:30 p.m., but students can leave a message 24 hours a day, seven days a week.

The Academic Technology Window is open from 8 a.m. to 4:30 p.m. in the Schoolhouse from Monday through Friday. Anyone with a technical problem is welcome to stop by for help.

For more information about the services offered by the IT department, please consult **Appendix 5: Technology Acceptable Use**

3.15 Laundry

Students have access to commercial washing machines and dryers, free of charge, in the basement of every residential building. For those families who would prefer to subscribe to a laundry service, the School has partnered with E&R Cleaners to provide a wide range of services at a variety of price points. More information is available at their website: www.thecampuslaundry.com (SPS code cq68). To reach customer service, dial 1-800-243-7789 or send an email to info@eandrcleaners.com.

3.16 Leaves of Absence

The School's leave of absence policy acknowledges that time away from campus may be necessary for a student to attend to issues associated with their well-being or urgent family matters. Therefore, the School allows students to remain enrolled while on leave from the school to address important personal and/or health issues.

A leave can be requested by a student and their family or recommended by the health center or the dean of students. In all cases, leaves and returns from leaves must be approved by the vice rector for school life. Decisions about the duration of a leave and the conditions necessary for a student's return will be made in consultation with the Student Teacher Assistance Team (STAT). Under critical circumstances, unilateral decisions about leaves may be made by the vice rector of school life in consultation with the Clark House Medical Team and/or the Dean of Students Office. The factors considered in making these determinations are the student's clinical needs, safety, impact on the safety and well-being of the community, the capacity of the individual to comply with the essential elements of student and academic life (see functional skills requirements), and the community's ability to provide appropriate care and supervision.

Leaves of Absence

There are two types of leaves, based on the amount of time the student is absent from School:

- Short Term Leave is defined as an approved absence from School lasting no longer than two weeks.
- Long Term Leave is defined as an approved absence from School that lasts longer than two weeks, but less than one academic year.

In no case will any leave of absence be granted for a full academic year.

Leaves of Absence for Health Reasons

A leave of absence may be required for medical reasons when, in order to ensure effective management or treatment of a medical or mental health concern, a student must be away from school for a period of time. St. Paul's School is committed to providing access to an appropriate level of health care. In some cases a student's health needs may exceed what Clark House can provide. In those situations, a student may be placed on a leave.

- A leave may be required for a diagnostic evaluation or treatment. A leave may be granted or required for the management of health issues that cannot be adequately treated by the School or through local providers.
- A leave will be recommended to the vice rector of school life if it is determined, based upon assessment by the medical director and/or the director of counseling that, in their professional judgment, a student has exhibited behavior considered to be suicidal or otherwise potentially life-threatening and/or posing a risk of harm to the student and/or others.
- A leave may be required if a student does not possess the essential skills to function independently in a residential school (see Functional Skill Expectations) including self-management, relationship skills and positive decision making.
- A leave may be required in cases in which a student is unable to meet school obligations (academic, attendance, or residential) or in cases in which the needs of the student cannot be met by the community and/or are interfering with the wellbeing of others. When a student is unable to meet the School's expectations (including compliance with a previously determined treatment plan), a leave of absence will be required.
- A leave may be required in cases involving extenuating circumstances, as determined by the vice rector for school life.

Procedures

The vice rector for school life will approve all leaves and returns.

- Prior to making a determination, the vice rector for school life may seek information about the student from a variety of sources including the student, the student's adviser, the student's family, Clark House personnel and other medical care providers.
- When the vice rector for school life determines that a student will be leaving for a leave, all involved persons including the student affected, head of house, adviser, parents, the dean of students, the dean of student's teachers, and the student's coaches will be informed.
- The dean of studies, in consultation with the adviser and the student's teachers, will formulate a plan for continuing academic work and communicate academic expectations to the student and family.
- As soon as is reasonably possible, a Student Teacher Assistance Team (STAT) meeting will be convened to discuss and determine the appropriate length of the leave and to establish conditions for the student's return to St. Paul's. A written summary of the conditions for return will be forwarded to the parents/guardians of the student.
- Clark House personnel will communicate with the professionals involved with the care and treatment of the student while the student is on leave. A parent/guardian must arrange for copies of all treatment records, evaluations and psychological or medical testing to be provided to the medical director or the director of counseling Services upon request. This documentation will help the school assess the student's readiness to return.
- Requests for return to the School after a health-based leave should be communicated to the medical director or the director of counseling and should include documentation demonstrating that the conditions of the leave have been satisfied. Once the medical director and/or the director of counseling determines that a return is appropriate from a health perspective, the STAT will reconvene to determine the student's overall readiness to return. The STAT will consider all relevant information including, but not limited to, the student's ability to meet the functional skills expectations as described in Section 2.2 Functional Skill Expectations of this handbook.
- The vice rector for school life is responsible for granting a student permission to return from a Leave.

Returns from Leaves

Readmission of a student after a leave of absence is not automatic. In order to return a student must demonstrate that they have met the criteria specified by the STAT when the leave was granted. Upon return, the student must abide by any conditions set forth by the STAT to help ensure continued good health and demonstrate the ability to meet the minimal functional expectations. If a student is unable to meet the conditions for return, the student will not be able to remain at School. When a return has been approved, the dean of studies will contact the teachers of the student and will formulate a plan for continuing academic work and for the communication of these academic expectations to the student and the student's adviser and teachers. Typically, if a student is away for fewer than two weeks of the term, and satisfactorily completes essential assignments, the student will receive credit for the term. Absences that extend beyond two weeks in one term result in no credit received for the term.

The New Hampshire Patients Bill of Rights and the Mental Health Bill of Rights are included in Appendix 3: Clark House Health Center

3.17 Leaving School Grounds/ REACH

Students are expected to be present and engaged members of the SPS Community. While some absences and leaves for family events, special weekends, and/or outside-of-school activities are expected; excessive time away, to the extent that it affects one's ability to fully participate in the life of the School, is not in line with community expectations and will not be approved.

It is the School's goal to have systems in place to evaluate the risks involved with various off-campus activities and programs in order to provide safe opportunities for learning and enrichment. Parents/ guardians should never hesitate to reach out to their child's adviser or the dean of students if there are questions about travel off campus.

Each time a student leaves campus (excluding School-sponsored activities such as athletic competitions), the student is required to sign out through the REACH system (as described below) and then sign back in immediately upon return. With the exception of *Town Hours (as defined below)*, all leave requests must be approved by a custodial parent or guardian in advance of the student's departure.

Behavioral Expectations While Away from School

Students are expected to be in compliance with all Major School Rules throughout the school year and will be held accountable for violations, on and off campus.

REACH

REACH is an online and app-based student management system used by the School to centrally manage leave requests, student sign in and sign out (SISO) functions, and evening check in. For leave requests that require parent permission, the system will generate an email request to all custodial parents and guardians, although only one needs to respond. Please note that leaves are not confirmed until they have been reviewed and approved by the Dean of Students Office and students cannot depart until final approvals have been confirmed. If a custodial parent does not have access to email, the Dean of Students Office will work with the student's adviser to create an alternate approval process. On the off-chance a noncustodial parent is receiving automated emails from the REACH System, please call the Dean of Students office at 603-229-4811 and the error will be quickly corrected.

Travel for School-Sponsored Events and Programs

The School will provide transportation for students participating in school related activities, (including academic field trips, athletic team travel, and some club activities). The specific mode of transportation for these types of activities may include school- owned vehicles, chartered buses, faculty/staff personally owned vehicles, and cabs or taxis. In general, parents will not be asked for specific parental permission for students to travel in the company of an SPS employee to a sponsored event.

Day Travel

During Town Hours, students may travel within Concord without prior permission, as long as the following guidelines are observed.

Students must:

- Sign in and sign out via REACH each time they depart and return to campus;
- Return to campus and sign back in before the end of Town Hours
- Attend all scheduled commitments
- Remember that travel into town is not permitted during the academic day (even during free blocks)
- Remain within the city limits of Concord. ANY Travel beyond Concord requires special permission from the Dean of Students Office.

While the School sets guidelines for when and how a student may travel within the city limits of Concord, an SPS adult will not preapprove each trip and cannot monitor such travel in real time. *This means that the ultimate responsibility for a student's travel in Concord during Town Hours rests with the student and the custodial parent/guardian.*

Town Hours

	III FORM	IV FORM	V FORM	VI FORM
MON TUE THU FRI	No Town Hours			3 p.m. — 7:30 p.m.
WED	12:30 p.m.	12:30 p.m.	12:30 p.m.	12:30 p.m.
	— 6:30 p.m.	— 6:30 p.m.	— 7:30 p.m.	— 7:30 p.m.
SAT	Noon – Noon –		Noon —	Noon —
	9:30 p.m. 9:30 p.m.		9:30 p.m.	10:00 p.m.
SUN	10 a.m.	10 a.m.	10 a.m.	10 a.m.
	— 6 p.m.	— 6 p.m.	— 6 p.m.	— 6 p.m.

Day Leave Request Categories

- Extended Town Hours: Students may request advance permission from their adviser to stay in Concord after Town Hours on a special occasion (such as dinner with parents) provided they will not miss any commitments and return before their check-in time.
- Non-School Activity: Students who wish to participate in a non-school activity (such as the Boston Youth Symphony, Club sports teams, internships and Independent Study Programs) must receive prior approval from the Dean of Students Office. Students are limited to leaving campus on Sundays and a maximum of one evening per week to participate in this type of activity. For recurring events, parents should reach out to the dean of students to request permission for all of the events for an upcoming term, so they can be considered in aggregate. After approval, students must submit leave requests and sign in and out for each individual leave. While individual exceptions may be made if a student is able to maintain a healthy balance, students should not miss more than six "program days" (class days, LINC Days or other special days of programming) in any term.
- Other Day Leave (Academic Day or Beyond Concord): Student may leave campus for a special event (examples include a trip to Boston on a School holiday, travel with another student's family on a Sunday outside of Concord, lunch with parents during the academic day) as long as they are not missing any scheduled commitments and they do not leave the grounds until their request is approved in the REACH system (approval needed from parents, adviser and the Dean of Students office).
- SPS Clubs and Activity Leave: For non-routine, but schoolrelated day travel, (examples include a club adviser taking students to a lecture or performance in Boston or participation in a day-long debate at another School). Students must plan ahead and make sure that all parental permissions have been entered into the REACH system before departing campus.

Overnight Travel

Students leaving the grounds for overnight travel must complete a leave request in REACH and receive the appropriate approvals before their departure. Please carefully review these guidelines as students who fail to enter their plans in a timely fashion may be denied their request to leave campus.

- **Deadline for weekend leaves:** 4:00 pm on Thursday for the upcoming weekend.
- Deadline for parent and adviser approval: Noon on Friday.
- **Departures:** Students must depart for weekend leaves no later than 8 p.m. on Saturday and may not participate in evening activities at the school (i.e. students may not attend a dance and then depart for a weekend leave).
- **Deadline for special travel requests:** Parents/guardian must email the Dean of Students Office a minimum of 72 hours prior to intended departure.

Weekend Leaves

- Closed Weekends: For purposes of community building and shared end of term commitments, the School has scheduled weekends at the beginning and end of each term, during which leaves may not be taken. Please consult the academic calendar for specific dates. It is also important to note that certain legal holidays may be programming days at St. Paul's School and leave requests for those dates will not be approved. The Dean of Students Office will always work with families to accommodate emergencies and major life events.
- Short Weekend: begins after the student's last commitment on Saturday (i.e. after scheduled games and practices). Students departing for a short weekend must depart before 8:00 pm and may not participate in evening activities. Students must return by 8pm on Sunday evening.
- Long Weekend: begins Friday after the student's last commitment i.e. after scheduled games and practices). Saturday is an academic day and thus students are permitted to take a very small number of long weekends. Students must return by 8 pm on Sunday evening.

Long Weekend: Number Permitted by Form	L	ong V	Veekend	d: Numl	ber Pei	rmitted b	y Form
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FORM	LONG WEEKENDS PER YEAR	RETURN TIME
III Form	One: taken in either Winter or Spring	8 p.m. Sunday
IV Form	One: taken in any term	8 p.m. Sunday
V Form	Two: no more than one per term	8 p.m. Sunday
VI Form	Three: no more than one per term	8 p.m. Sunday

- **College Visits:** Sixth Formers are allowed to miss no more than two program days (any day with classes or other programming) through the Fall and Winter Terms combined, and no more than three program days during the Spring Term for college visits. All visits must be approved by the student's college adviser and the dean of students prior to submitting the leave request in REACH.
- Non-School Activity Leave: A leave that requires missing school commitments to participate in a non-school activity (such as non-SPS athletic competitions, tournaments, and showcases). Prior permission by email to the dean of students at least a week in advance is required. If multiple leaves are expected over the course of a term, then please reach out to the Dean of Students in advance of the term to consider all of the requests in aggregate. Given the School's expectations regarding community presence, no more than six school days (any day with programming including Saturday mornings, LINC days, etc.,) in whole or in part may be missed for this type of activity in a given term, and students should not miss six days in multiple terms of any given year.
- Special Leave (weekend or otherwise): Time away that extends beyond these parameters requires advance notice and permission from the Dean of Students Office. Students must have a written request from a parent or guardian emailed to the dean of students a week in advance. Please note: factors including academic commitments, disciplinary status, and the student's cumulative attendance record will be considered by the dean of students in the approval of special leave requests.

Vacation Travel

Families are responsible for making vacation travel arrangements to and from the School. Every student must submit a REACH leave request well in advance of each vacation and School break. Requests must contain as much information as possible so that the School can easily confirm that students are safely in the care of their families/guardians. Students who fail to sign out on REACH upon their departure will face disciplinary action.

International Early Return Policy (for students that live overseas)

Students who are returning from a country that is a minimum of five time zones away from SPS may return one day early from Winter and Spring Vacation.

Please note:

- Students must arrive directly from their international home of residence.
- Students must notify the Dean of Students Office and their respective Head of House of their early return plan prior to departing for vacation.
- Food Service will not be available until the following morning.

Transportation

Departing campus via Taxi, Uber, personal vehicles, etc.

In the interest of community safety, students can no longer use taxis or ride services (including Uber, Lyft, and other such services) to depart or to enter campus without the express permission of the Dean of Students Office. Students may travel into town via the SPS Shuttle, or by walking or biking. Students who require the use of a ride service must reach out to the Dean of Students Office 48 hours prior to departure.

To keep all internal roads safe for pedestrians, families, and pets, the School has one designated pick up/drop off location on campus: the driveway in front of the AFC. Students must be mindful of town hours and are required to sign out on REACH upon departure. Student occupancy of any vehicle cannot exceed the number of seat belts.

These policies are new and are necessitated by the large number of independent drivers employed by these services and their unfamiliarity with our campus, the rules that govern our community and our commitment to student safety.

SPS Shuttle

The SPS Shuttle runs most weekends when School is in session, departing from the AFC on the hour. Students can track the location of the shuttle by downloading the BUSWHERE app to their phones. BUSWHERE provides real-time tracking of the shuttle. Typically, the shuttle will depart from the front of the AFC on the hour:

- Saturday: 4 p.m. 9 p.m.
- Sunday: 11 a.m. 4 p.m.

4. HOUSE LIFE

GUIDELINES FOR NAVIGATING OUR 100% RESIDENTIAL COMMUNITY

St. Paul's School is fully residential; every student lives in one of eighteen houses on the grounds, including a Gender Inclusive House. There are no day students at SPS and students from all grades live in every residential house; there are no "freshman" or "senior" houses. As part of SPS 360, students are expected to learn to live in the residential house community and may be required to share a room. No two residential houses are completely alike and the variety of architectural designs mean that students may be required to live in a single, double or triple room. The rules and guidelines governing House Life are subject to change based on the health and safety needs of the community.

4.1 Advising and Supervision

Each residential house is led by a *Head of House*, a member of the faculty who lives attached to the house with their family. The Head of House works with an *advising team* of SPS adults to provide supervision, oversight and advisory support to the students who live in the house. An adult member of the advising team is on duty in the common areas of the house every night; from 7 p.m. until 10 p.m. Sunday through Friday and from 8 p.m. until 11:30 p.m. on Saturday.

4.2 Housing Assignments

At the end of every School year, returning students are asked to provide their rooming preferences for the upcoming year. Students have the "right to return" to their current house for one year. It is the expectation of the School that students will live in more than one house during their time at SPS. The benefits of living and learning with a changing cohort of students and faculty advisers are vast and will lead to increased opportunities to form friendships and close relationships with a multitude of community members. The deans, working with the vice rector for school life and the dean of admission, place students in houses and room types as appropriate. The Head of House then assigns specific rooms within the house. The deans, working with the office of student support and the House Heads, assign advisers. Every effort is made to accommodate student preferences to the greatest extent possible, however the team needs to work within the constraints of the availability of rooms and room types, while also maintaining an equitable distribution of the four forms in each house. Students may not change room occupancy by combining rooms or swapping assigned rooms.

4.3 Rooms and Privacy

Student rooms are considered semi-private spaces. Students should feel at home in their rooms, and in support of that, all members of the community are expected to respect the privacy and property of others and share equally in the creation of an environment that fosters the physical and emotional growth of each resident of the house. House advisers are the adults most directly responsible for the house and its residents, and they must have access to any room upon knocking. Students may only be in another student's room by invitation of the student resident(s) and only when the student is present. No student may enter or be in another student's room if the student resident(s) is sleeping or trying to sleep. Violations of this rule may be met with a disciplinary response. Students are required to prop open their room door, using the installed electric magnet, whenever there is a visitor in their room.

Advisers may remove any items not permitted on campus, or that are in violation of fire or other codes. Fire Inspectors from the Concord Fire Prevention Bureau may inspect School buildings. To provide a safe environment for all, compliance with relevant regulations is required and will be ensured by room and building inspections by the Head of House and the School's fire marshal.

From time to time, when the dean of students or a member of the advising team has reason to believe a disciplinary infraction or safety concern exists, a student room may be searched. The School may also search student's possessions and communications, (including closets, bureaus, locked drawers and trunks, backpacks, cell phones, and computers.) When a search is necessary, it will be conducted by one of the deans and/or the Head of House, in the presence of another adult.

For more information about fire safety guidelines and what can and cannot be used in student rooms, please consult **Appendix 1: Safety on the Grounds**

4.4 Room and House Guidelines

Cleanliness

Students are responsible for maintaining the condition of their rooms and all School furnishings. Students are expected to pass a regular, weekly room inspection to ensure safety, cleanliness, and hygiene. Students who fail their weekly room check will be required to check in early every night until their room passes inspection. A typical room check will include an evaluation of the overall cleanliness, proper disposal of trash, management of laundry and appropriate storage of possessions. Students who habitually fail room checks will be required to meet with a dean and may face further consequences.

Year End Inspections

All student rooms must pass a final year-end inspection; diplomas will be awarded only to graduating students whose rooms have been left in good, clean condition. Student accounts will be charged for damage beyond normal wear and tear.

Room Decor

- All essential furniture is supplied by the School. Students may decorate their rooms but may not bring additional furniture other than an office-style desk chair. Packing lists are included as an appendix to this handbook.
- Students may adorn their rooms with posters, pictures and other decorative touches, as long as all such items are appropriate and do not violate fire or other codes.
- In accordance with fire safety codes, wall decorations must not exceed 30% of the total wall space. It is not permissible to hang anything from the ceiling, light fixtures, sprinkler heads/pipes or smoke detectors. *No fabric, including flags and sports jerseys, may be displayed, unless they are framed behind glass.*
- Decorations may not display nudity, drug use, violence or profanity, may they advertise or promote drugs or alcohol, nor may they demean any individual or group. House Heads and members of the advising team reserve the right to require students to remove decorations that are offensive or otherwise inappropriate.

Delays

Students may not position furniture, posters or anything else in a way that obstructs a clear view of the entire room from the door. In the event of an emergency, there can be no obstruction or delay in ascertaining the occupancy of a student room.

4.5 House Citizenship

Cleanliness

All students share responsibilities for maintaining clean rooms, hallways, and common areas of their house. Students will be assigned "dorm jobs" on a rotating basis to keep the kitchen clean and to remove trash and recycling. Students will also be expected to assist with house cleaning at the end of every term and at the end of the academic year.

House Meetings

Held weekly, house meetings are an opportunity for all members of the residence to come together to discuss issues — both house-specific and campus-wide, explore LINC topics, and to share fellowship. Students are required to attend all scheduled house meetings and will be marked tardy or absent as appropriate.

4.6 Evening Protocols/Expectations

Study Conditions

Consideration must always be given to those trying to study or to sleep. Study conditions, defined as being quiet enough for effective study, should prevail in all residential houses from 7:30 p.m. until 9 p.m., Sunday through Friday nights. Faculty and students are asked to be especially aware of the needs of all residents of the house and to keep sound room-contained during these hours. Students are strongly encouraged to use headphones when listening to music at night so as not to disturb others.

Skill-Based Evening Support for Third Form Students

In support of the development of strong study and organizational skills, Third form students are required to meet with the adviser on duty in their house no later than 8 p.m. on "School nights," typically Sunday through Friday evenings. Students are to arrive with their academic planner, ready to present their study plan for the evening, and are expected to remain in the house unless they have an appointment with a teacher or are otherwise authorized to study in an alternative location.

Study Hall

A proctored study hall is offered four nights each week from 7:30 until 9 p.m. in a central location on campus. Students may selfselect for study hall, or they may be recommended for study hall by their parents, teachers or adviser. Once a student is referred to study hall, it becomes an attendance commitment and students will be marked tardy or absent as appropriate.

Evening Check

Every student is required to check in, face-to-face, with the adviser on duty every night. Students are held accountable for their timeliness and may be assigned *Early Check* if they are even a few minutes late. Students must remain in their house until 6 a.m.

Regular Check by Day and Form

III FORM	Sunday-Friday: 8 p.m.	Saturday 10 p.m.
IV FORM	Sunday-Friday: 8:30 p.m.	Saturday 10 p.m.
V FORM Sunday-Friday: 8:45 p.m.		Saturday 10:30 p.m.
VI FORM	Sunday-Friday: 9:15 p.m.	Saturday 11 p.m.

Sleep

Students should manage their time carefully to allow for at least eight hours of sleep every night. Third Form students are strongly encouraged to have their lights out by 10:30 on school nights and Fourth Form students by 11 p.m.. A reasonable balance of work and sleep can be achieved with planning and care. Advisers can provide support and encouragement, especially in the early part of the year, so that healthy habits are well established.

4.7 Visiting Students in Residential Houses

Intra-House Visiting

Students may visit other residential houses only when there is an adviser on duty. During duty hours, students may visit in the common room, with the permission of the adviser on duty.

Intervisitation

Intervisitation is a privilege afforded St. Paul's students that allows students of all genders to visit one another's rooms. The purpose of Intervisitation is to provide a safe and healthy environment for students to interact socially and academically, to foster healthy relationships and to develop mutual trust. The hours of intervisitation have been set in recognition of the School's obligation to provide adequate supervision.

Hours of Intervisitation

DAY OF WEEK	HOURS OF INTERVISITATION
SUN THROUGH FRI	7 p.m. — 8 p.m.
SAT	8 p.m. — 10 p.m.

Intervisitation Protocol and Expectations

- All visitors greet the adviser on duty when they enter the house;
- The visiting student then asks for permission to visit a particular student;
- The adviser may approve or deny the request based upon a variety of factors;
- The student host will fully open the door to their room and engage the electronic lock throughout the visit;
- Visiting students must leave the room by the end of intervisitation (either 8 pm or 10 pm, depending on the day of the week), and must notify the adviser on duty that the visit has concluded.
- Heads of house and advisers on duty may set limits on the times or days of intervisitation and the number of students permitted to visit one student or one room. The advising team may also decide to limit the ability of a particular student to host visitors on school nights for a period of time if there are academic concerns.

Intervisitation and Sexual Intimacy

Intervisitation, as explained above, is a time for social interaction and is neither the time nor place for physical intimacy beyond what might be acceptable in public such as hand-holding and putting an arm around a friend. The adviser on duty will make regular rounds to ensure compliance.

The School recognizes the serious physical, emotional, social, and legal implications that can accompany early sexual relationships. In the best interest of our students' emotional and physical health and safety, sexual intimacy is not allowed on campus.

4.8 Peer Resources for Student Support

House Prefects

Heads of house collaborate to select rising Sixth Form students to assist in leading and managing the residential houses. Prefects receive weekly leadership training to prepare them to assist in creating and supporting kind, inclusive house cultures. The SPS Prefect Program provides a link between students and faculty within the residences, and works to ensure the well-being of student members of this residential community. Prefects strive to make student life at St. Paul's School welcoming, comfortable, safe, and enjoyable by setting a positive example for all who live and work in the house. It is the goal of every prefect to enthusiastically support, monitor, and make a proactive effort to connect with students and faculty alike. As leaders in the house, prefects set the standard for fairness and objectivity and recognize the need to intervene and seek guidance from adults in times of crisis.

Big Siblings

Each new student is assigned a Big Sibling by the Dean of Students Office. These older students generally provide support to new students during their adjustment to the School. Big Siblings are an excellent source of information on all aspects of School life.

SPS Buddies

Every new Fourth and Fifth Form student is paired with a returning student buddy in the same form. Buddies will help introduce their new student to the community and be a friendly and helpful resource as the new student adjusts to life at SPS.

Buddies are expected to spend two hours each week together during fall term in a combination of planned and casual events. Assignments will be made during the summer so that buddies can reach out to new students before the start of the new school year.

LINC Leaders

LINC Leaders are Fifth and Sixth Form students who demonstrate a sincere dedication to the mission and well-being of the St. Paul's School community. These students take on a significant commitment as co-facilitators of the ongoing LINC curriculum for a full academic year, as well as serving as an important resource in the residential houses. LINC leaders are available to work with students on issues of social-emotional learning and general health and well-being. Together with the prefects, LINC Leaders are essential to the creation and sustenance of positive, inclusive student cultures.

5. ACADEMICS

St. Paul's School is committed to educating the whole person and preparing students to make contributions in a changing and challenging world. To meet these commitments, the School offers a curriculum that is interdisciplinary, collaborative, and innovative.

SPS is committed to fostering learner-centered classrooms, which reflects an understanding of how students learn best. Each member of the SPS community may learn differently, but teachers at St. Paul's School understand when, how, and why their students learn. Students at St. Paul's School understand and embrace the opportunity to take ownership of their educational experience and outcome.

The School is committed to instilling in all students a lifetime love of learning. Teachers here are lifelong learners themselves; committed to better understanding cognitive development and using the most up-to-date teaching methods.

St. Paul's School expects its students to challenge themselves in the classroom, understanding that they are learning in a supportive and collaborative environment. It is in this collaborative environment that we, as a community of learners, can develop a fuller understanding of the world around us. We work to instill in our students a shared feeling of responsibility to their community and themselves. We expect that St. Paul's graduates leave Millville equipped with the skills necessary to improve their own learning as well as an interest in doing so.

5.1 Academic Integrity

Academic integrity is at the foundation of any community of learners. All members of the SPS community are bound by the same standards of intellectual honesty, and all are responsible for understanding and acting upon those standards, as articulated below. When students put their names on their work, they pledge that the work is their own, in accordance with the School's Honor Code. Additionally, students write the following pledge on graded assignments: "I pledge my honor that I have neither given nor received any unauthorized assistance on this essay/ test/ assignment."

5.2 The Honor Code

The St. Paul's Honor Code has been written by students, and both faculty and students have a role in upholding and educating the community about the Honor Code. During the first weeks of school, the Student Council reviews the principles and the responsibilities that constitute the Honor Code. At the same time, all teachers in each department discuss the Honor Code's particular implications for each class, explaining the details of responsible scholarship appropriate to their courses. Such discussions continue throughout the year.

Issues of academic integrity are complex but, in general, St. Paul's School expects that every individual will abide by the principles of fair work and will acknowledge the source of ideas and words. When in doubt, students should seek clarification from their teacher.

5.3 Grading System

There are eight grades at St. Paul's School: High Honors with Commendation, High Honors, Honors with Commendation, Honors, High Pass with Commendation, High Pass, Pass, and Unsatisfactory. Certain courses, including Independent Study Programs and Advanced Topics courses are graded Satisfactory or Unsatisfactory.

SPS GRADE SCALE	7 POINT GPA SCALE
High Honors with Commendation (HH+)	7
High Honors (HH)	6
Honors with Commendation (H+)	5
Honors (H)	4
High Pass with Commendation (HP+)	3
High Pass (HP)	2
Pass (P)	1
Unsatisfactory (U)	0

5.4 Grade Reporting

The academic year is divided into three marking periods or terms. Grades are reported to students and sent to parents at the end of each. Midway through each marking period, Progress Reports in the form of narrative comments are provided to advisers, students, and parents to indicate the student's progress. All reports, including progress reports, term grades and final grades are available in the parent portal.

For more information about the grading system, including the standards for each mark, please consult **Appendix 4**: **Academic Policies**

5.5 Academic Honors

Testimonials

Testimonials are awarded annually to students in the Third, Fourth, and Fifth Forms with grades that meet or exceed the following standards:

- Second Testimonials 5.0+ GPA
- First Testimonials 5.5+ GPA
- Testimonials with Honor 6.0+ GPA

Grade point averages for Testimonials are calculated using course grades (e.g. the final grade given for a one, two or three term course).

Distinctions

Diplomas with distinction are awarded at Graduation at the determination of each department. Distinction in any department will be awarded only to students whose superior effort, achievement, and commitment deserve special recognition.

For more information about each department's criteria for awarding distinctions, please consult Appendix 4: Academic Policies

5.6 Insufficient Academic Progress

Responses to Insufficient Academic Progress

Academic Warning

Students are placed on Academic Warning if they earn an Unsatisfactory or more than one Pass on Inside Grades.

When a student is placed on Academic Warning, the student meets with the ap- propriate teacher(s), their adviser, and the director of academic support. The goals of the meeting are to obtain a better understanding of any skill deficits and a plan for how to improve the student's understanding. This plan should include specific, agreed-upon action steps and may also provide a time management plan, times and locations for meetings with teacher(s), plans for student tutoring, peer study groups, study hall and/or room study restrictions. The adviser communicates the plan and the status of Academic Warning to the parents.

Academic Review

If students earn one Unsatisfactory grade or more than one Pass at the end of a term, they will be referred to the Student Review Committee. The Student Review Committee examines a student's grade history in the context of a student's overall experience. The Student Review Committee considers teacher comments, adviser reports, scholastic reports, student/adviser plan, and any other relevant information such as attendance and citizenship. Following its discussions, recommendations from the Student Review Committee will be communicated to the student, adviser, and parents. If students are to remain at the school, students must meet the conditions specified by the Student Review Committee. The Student Review Committee may:

- Place a student on Academic Probation,
- Make a recommendation that the family consider withdrawal, or
- · Recommend to the Rector that the student be dismissed

Academic Probation

When a student is placed on Academic Probation, it is an indication that the Student Review Committee is concerned about the student's ability to meet with success in our academic program. Students on Academic Probation must make consistent and measurable improvement in their grades or will face separation from the School. If the student is to remain at the school, the student must meet the conditions specified by the Student Review Committee. Students may be removed from Academic Probation after progress is made and the Student Review Committee find that the student has made meaningful and sustained progress.

Academic Dismissal

Students who remain on Academic Probation for multiple terms may be dismissed from the School.

Even after supportive services and accommodations have been put in place, students may still not be able to fulfill their academic requirements satisfactorily. In such instances, STAT or other support personnel may notify the student's parents that the accommodations put into place may not suffice to ensure the student's success at the School. At that time, the Vice Rector for School Life and additional support personnel, students, and their parents will discuss whether it makes sense for them to continue at the School. If there is a disagreement, the School will decide, in its sole discretion, whether to issue a re-enrollment contract.

5.7 Graduation Requirements

In order to graduate, St. Paul's students are required to:

- Enroll in a minimum of five credits per term;
- Have no more than one Unsatisfactory final grade for any year-long course or the equivalent;
- Satisfy the requirements listed within one year of their anticipated graduation year at the time of matriculation;
- Fail to complete no more than one term;
- Be in good standing with the school at the time of graduation

Students and their advisers have regular conversations about academic goals and progress. In the spring of each year, students meet with their advisers to select courses for the following year. Graduation requirements and the interests and strengths of the student are important considerations when making course selections.

5.8 Academic Requirements

Credit Value: Humanities III, Humanities IV and Humanities V earn two credits per term of study; all other courses earn one credit per term of study.

Credit Requirements: Arts

- Matriculate in Third Form: three credits; one-year or three term classes.
- Matriculate in Fourth Form: three credits; one-year or three term classes.
- Matriculate in Fifth Form: three credits; one-year or three terms.

Credit Requirements: Humanities

- Matriculate in Third Form: 19 credits; sequence of Humanities III (six credits), Humanities IV (six credits), Humanities V (six credits). Then one required course in religious studies (one credit)
- Matriculate in Fourth Form: 13 credits; sequence of Humanities IV (six credits), Humanities V (six credits). Then one required course in religious studies (one credit)
- Matriculate in Fifth Form: seven credits; Humanities V (six credits). Then one required course in religious studies (one credit)

Credit Requirements: Languages

- Matriculate in Third Form: nine credits; three-year sequence
- Matriculate in Fourth Form: six credits; two-year sequence
- Matriculate in Fifth Form: three credits in the same language

Credit Requirements: Mathematics

- Matriculate in Third Form: nine credits or through Precalculus (minimum of three credits earned in residence at St. Paul's School)
- Matriculate in Fourth Form: six credits or through Precalculus (minimum of three credits earned in residence at St. Paul's School)
- Matriculate in Fifth Form: three credits earned in residence at St. Paul's School

Credit Requirements: Science

- Matriculate in Third Form: nine credits; recommended series of Physics First (three credits), Chemistry (three credits), Biology (three credits)
- Matriculate in Fourth Form: six credits; recommended six credits in two of the following: Physics (three credits), Chemistry (three credits), Biology (three credits)
- Matriculate in Fifth Form: three credits

5.9 Non-Academic Requirements

In service of SPS 360, the School has requirements for graduation that lie beyond the classroom.

For more information about non-academic requirements, please consult Appendix 6: Graduation Requirements

5.10 Course Changes

In the Spring, returning students work with their advisers to thoughtfully select courses that balance academic rigor, pursuit of individual interests and with an eye towards college application and matriculation. The dean of studies, in conjunction with the Registrar and the vice rector for faculty put significant work into scheduling courses and balancing faculty workloads to meet the needs of the community. Thus, student-initiated course changes are not to be undertaken lightly. Requests for changes must be approved by the dean of studies and must adhere to the deadlines published in the academic calendar, typically within the first two weeks of a term. Requests for changes in course level (i.e. moving to or from an honors level course) must receive approval from the department head as well as from the dean of studies.

5.11 Early Graduation

In extraordinary circumstances, a student may request to graduate at the conclusion of their Fifth Form year. Any request to graduate a year early must be made by the end of the fall term of the Fifth Form year, and a student will be informed of the School's decision by January 15. Please contact the dean of studies for guidelines on making such a request.

5.12 Academic Policies

Major Assessments

In order to assure that students can do their best work in all courses, all assessments are due during a scheduled class meeting — never late at night or over the weekend. In order to help students do their best work, students can request to move an assessment if they have more than two major graded assessments in a day. Major assessments include chapter or unit tests, papers or essays of at least three pages in length, major laboratory reports, etc. Major assessments do not include vocabulary quizzes in languages, pop quizzes, or homework quizzes. If a student learns from a teacher that a third major assessment is expected on a day in which they already have two major assessments, the student should speak with all the teachers involved. The student can work with their teachers and adviser to move one of the major assessments, preferably the one that was assigned last.

Holidays

Holidays are provided each term as an opportunity for students and teachers to relax, take a break from the routine of the academic program, and enjoy one another's company, our grounds, and community. No assignments will be collected or expected on a holiday. Once a holiday has been announced, students should expect that assignments and assessments scheduled for that day will be expected the day of the next class meeting. Class syllabi for affected classes are shifted back one day, and assignments are not doubled up to make up for the lost class time because of the holiday. When Cricket Holiday is called in the Fall Term, new students are required to participate in the walk around the grounds with the Rector.

Weekend Recess

Weekend recesses are scheduled once each term: Family Weekend, Winter Recess, and Spring Recess. Students should expect no more than a typical assignment for the first class meeting after these weekend recesses. Faculty members will not schedule major or unusual assignments or assessments for this first class after the recess so that students can enjoy a break from the normal routine of their academic program.

Vacations and Recesses

There are three school vacations scheduled each year: Thanksgiving Vacation (one week), Winter Vacation (three weeks), and Spring Vacation (three weeks). Students will not be expected to complete academic work during these vacations. Faculty members may suggest that students who are struggling in particular classes might use this time to review material not yet mastered, or work ahead in a class.

Summer Academic Work

In general, it is the hope of the faculty that students use the summer vacation for relaxation, restoration, and adventure. To this end, the School's expectations for summer academic work are minimal. Rising Fourth and Fifth Form students are asked to complete summer reading assignments in preparation for Humanities IV and V. In addition, the Student Review Committee may suggest that students who have struggled academically review material or work ahead to preview material in a particular class for the next year.

Should students be interested in pursuing academic work in order to skip ahead in the program, they should be in contact with the appropriate department head. While, in some cases, coursework completed in the summer may move a student forward in their course of study, St. Paul's school credit is never awarded for courses completed elsewhere and they are not represented on our transcript.

Academic Support

The Office of Academic Support is designed to enhance the opportunity for all St. Paul's School students to strengthen their skills so they may meet their personal goals and strive to reach their potential, while adhering to the demanding standards imposed by the School.

Services available include:

- Coaching in executive functioning (i.e. organization, time management, study skills, test-taking strategies, and self-advocacy)
- Coordination of content-specific tutoring for individuals
 and small groups
- Organization of the peer tutoring program
- Development of student support plans for students with documented disabilities
- Submission of requests for accommodations with College Board and ACT for students with documented disabilities.

Study Hall

A quiet and monitored Study Hall is offered both during the academic day as well as in the evening. Students may be assigned to Study Hall by their advisers or they may self-refer.

Teacher Office Hours

Students are encouraged to meet regularly with their teachers for extra help. Teachers will communicate the availability of their Office Hours.

Peer Tutoring

Peer tutors are currently available in the Mathematics, Sciences, and Languages Departments. If interested in working with a peer tutor, students should communicate with their teacher and/or adviser.

Private Tutoring

Students who wish to engage a subject tutor or academic counseling services (SAT prep, etc.) unaffiliated with St. Paul's School may do so, provided the student follows these guidelines:

- Communicate with classroom teacher(s) to ensure that subject tutoring sessions are in compliance with the School's expectations for academic conduct;
- Be considerate of roommates and other community members when scheduling and participating in online tutoring sessions (e.g. wearing headphones, avoiding late-night sessions, etc.);
- Plan sessions so that they do not conflict with School commitments; absences for tutoring or academic counseling will not be excused;
- Remember that in-person sessions may not take place on campus.

Accommodations

The Americans with Disabilities Act (ADA) guarantees certain protections and rights of equal access to programs and services for students with disabilities who are otherwise qualified for admission to St. Paul's School. Accommodations are designed to reduce or eliminate any disadvantage that may exist due to the individual's disability without fundamentally altering the curriculum or the graduation requirements. In order to access these rights, Students (or parents) must present documentation that is current and sufficient to establish that the student's condition(s) substantially limits a major life activity. The ADA Committee will review the documentation to determine if the condition(s) rises to a level of constituting a disability under the ADA, and, if so, what requested accommodations are necessary and reasonable in this educational setting. The use of accommodations at a student's previous school does not guarantee accommodations at SPS.

Standardized Testing Accommodations

Students with documented disabilities and their parents are encouraged to work with the Director of Academic Support to submit the appropriate forms at least eight weeks before the scheduled testing period to the College Board or ACT. Documentation that supports the need for testing accommodations must state the specific disability; be completed within three years of the request for accommodations; provide relevant educational (history of at least four months of classroom accommodations), developmental and medical histories; describe the comprehensive testing used to arrive at the diagnosis; describe the functional limitations supported by the test results; describe the specific accommodations requested; and establish the professional credentials of the evaluator for standardized testing accommodations. For students who are approved for "school-based" testing accommodations, which require them to take either SAT or ACT testing at their current high school, these exams can only be administered on test dates offered by SPS. If students with school-based accommodations would like to test outside the dates offered by SPS, it is their responsibility to contact test centers in their area that are willing to administer the exam to them with their approved accommodations. Please note that for testing during the summer months, requests for accommodations must be submitted by April 30.

Two important notes regarding accommodations with the College Board and ACT:

- All requests for standardized testing accommodations must be submitted by May 1 to ensure on-time processing. (This applies to testing scheduled for June, July, August, and September)
- Should a student be denied accommodations by the College Board or ACT, the appeal process relies solely on the family of the student.

Although the School endeavors to provide the finest academic programs and assistance to students in helping them to achieve their academic goals and advancement, no particular student success is, or can be, guaranteed. These are primarily the result of the individual student's effort, ability and attitude.

Independent Study Program

The ISP provides a means for Sixth Formers to learn from study and experience outside the classroom. Projects may be at the School, in Concord, or away. They may replace any number of courses and run for one to three terms. Students design their projects under the guidance of the ISP director. See the program director for specific details.

Advanced Topics

Sixth Form Students have an additional educational opportunity in Advanced Topics to pursue their passions in a particular discipline when the area of interest is beyond the standard courses offered by the department. It is expected that students have already pursued the courses offered in the standard curriculum before applying for an Advanced Topics course. Interested students should meet with the Dean of Studies to learn about the application process and be sure to adhere to the deadlines posted in the Academic Calendar.

School Trips

Any group of St. Paul's School students traveling together with a St. Paul's faculty member constitutes a School Trip and, therefore, requires approval from the School, regardless of whether or not the School is providing funding. All School Trips must go through an approval process, which is overseen by the off-campus program coordinator. Students are held accountable for their compliance with Major School Rules on all School Trips.

Off-Campus Programs

Off-Campus Programs, including student exchange programs and school trips, are an extension of the student experience at St. Paul's School and as such, all pertinent SPS handbook policies and expectations as well as specific trip policies shared with participating students and their parents, are fully applicable and enforced. The school facilitates exchanges with schools in England (Eton College), France (École Alsacienne), Germany (Humboldt School), and Japan (Seikei School and the Toin School).

School Year Abroad (SYA)

School Year Abroad (SYA) is a yearlong program designed to give students a chance to study in France, Spain, Italy, or China. Due to our knowledge of the program, the School facilitates participation in the SYA program for our students.

Term Away

One Term: Occasionally, a student wishes to enroll in an academic program other than School Year Abroad or SPS exchange programs for a term. Such a request does not fall under the guidelines of Off-Campus Programs, School Year Abroad, Independent Study, or Advanced Topics programs and requires the special permission of the academic department heads. Students in good standing (in all aspects of their life at SPS) may request to take part in programs that fall within the second half of the year or are full-year. In order to apply, students must meet with the dean of studies and develop a proposal that will be considered by the dean of studies and the dean of students. The proposal must be submitted no later than the first day of the academic term preceding the leave. The request should outline the purpose of the leave and how the student will be prepared to rejoin SPS. If the leave request is approved, students will work with the dean of studies to meet all graduation requirements. Tuition and fees are not prorated for any partial year leaves.

Full Year: School Year Abroad (SYA) in the only approved program that supplants a fifth or sixth form year of study at St. Paul's School. The School will consider requests from students in good standing (in all aspects of their life at SPS) to participate in other programs outside of SYA, but it is highly unlikely that those requests would be approved to replace a year of study at St. Paul's School. In certain circumstances, students may be able to reclassify to take a year-long leave of absence while still completing their fifth and sixth form years at St. Paul's.

Students interested in a year-long leave of absence should make the request and submit all supporting documents to the dean of studies no later than February 1 of the preceding school year. The request should outline the purpose of the leave, the curriculum for the year of study, the proposed dates and schedule, and a description of the program the student is considering. The dean of studies and the dean of students will review all requests. If the leave request is approved, students will work with the dean of studies to meet all graduation requirements.

Adding an Academic Year

In extraordinary circumstances, a request to add an additional year of study at St. Paul's School may be made by a student. Any request to add a year of study must be submitted by a student by May 1 for the following academic year. The opportunity to add an additional year of study at St. Paul's School is available only to Third, Fourth and Fifth Formers. Please contact the Dean of studies for guidelines on making such a request to the School.

Unexcused Absences and Academic Assessments

Students who have an unexcused absence for a class on the day of an assessment will lose one full letter grade (H to HP) on the assessment for every 24 hours or parts thereof that the assessment is late, or not taken. It is the student's responsibility, not the teacher's, to make arrangements to make up the missed work.

Should students be interested in pursuing academic work in order to skip ahead in the program, they should be in contact with the appropriate department head. While, in some cases, coursework completed in the summer may move a student forward in their course of study, St. Paul's school credit is never awarded for courses completed elsewhere and they are not represented on our transcript.

Faculty Research and Student Participation

As faculty continually work to develop their pedagogy through participation in graduate degree programs, opportunities arise when students may be involved in research. In order to balance the obligations to improve and inform teaching and learning while also promoting student safety, all proposals involving the use of students in research must be submitted to the Internal Review Board for Student Research (vice rector for school life, and dean of studies) for approval.

6. CO-CURRICULAR ACTIVITIES

Athletics and afternoon programming are much more than an extracurricular activity at St. Paul's School; they are an integral part of SPS 360 and the community works hard to leverage the learning opportunities that abound on the stage and studio, in the lab and in the wider community. St. Paul's School provides students with opportunities to push themselves to set and achieve new goals. Each student has the ability to choose how to engage in the afternoons; to compete at the highest level, to try something new, and to enjoy being active with friends and form mates.

The School's approach to co-curricular activities is grounded in the belief that building skill and competency in the social-emotional learning sphere is essential to developing students into becoming better teammates, housemates, form mates and, in the end, people.

The School prides itself on encouraging students to develop strong work ethic and sportsmanship while striving for athletic excellence. Students are expected to hold themselves and their teammates to the highest standards in terms of the respect shown towards teammates, opponents and officials. Coaches and program directors work to instill in our student athletes a desire to challenge and push themselves for the betterment of all, co-creating in the process a positive student culture that lifts up individual programs and the School community as a whole.

6.1 Athletic Policies and Expectations

St. Paul's School expects students to be constructively engaged in the afternoons.

For more information about non-academic requirements for graduation, please consult Appendix 6: Graduation Requirements

Athletic Clubs

With the exception of ice hockey, all team athletics at St. Paul's School were intramural until the late 1950s. Students competed for one of three athletic clubs: Delphian, Isthmian, or Old Hundred. The School also has two intramural boat (crew) clubs; Halcyon and Shattuck. Each new student and faculty member are assigned to an athletic club and a boat club upon arrival at the School.

Attendance Policy

Attendance is mandatory at all required athletic commitments including practices, meetings and competitions. Students who do not attend a required commitment will be marked absent and will face the same level of consequence as they would for missing an academic commitment.

Conduct

SPS is proud of the behavior and sportsmanship displayed by its players, coaches, and fans. We value spirited and fair play as well as positive support for our players and teams. In order to ensure that our expected level of decorum continues each season and each game, we ask that all members of the community continually renew their efforts to abide by the ideals of good sportsmanship. Unsportsmanlike conduct or action by a player that results in an ejection from an interscholastic competition by an official will be treated in accordance with NEPSAC rules which require an automatic onegame suspension, to be served in the next contest. Unsportsmanlike conduct, regardless of context, will also be subject to discipline by St. Paul's School.

Disciplinary Actions: Impact on Student Participation

Students serving *Discipline On Bounds* cannot represent the School and cannot participate in interscholastic athletic competitions nor wear a St. Paul's School uniform. Students serving *Discipline On Bounds* are required to attend practices and home games and may travel with the team to away competitions, at the discretion of the coach. Training and team expectations are outlined by coaches in consultation with the director of athletics, the dean of students, and the Rector.

Equipment and Uniforms

Team uniforms are provided by the school for use during the season. Students who fail to return uniforms and equipment at the end of each term will be charged. Most students bring their own equipment for the sports they plan to play; students who may require assistance in obtaining equipment are encouraged to speak with their adviser or the dean of students

Team Photos

Professional team photos are taken each season; students and parents will be provided access to download the digital files.

Requirements to Obtain a Varsity or Junior Varsity Letter Certificate

Coaches will take the following into consideration when determining whether an athlete will be awarded a varsity or junior varsity letter certificate:

- Regardless of playing time, if a player makes the team, remains on the roster in good standing, and commits to practices, travel, and support of the team, then the student will be awarded a letter.
- In the case of injury to a student, where the injury may have directly prevented the individual from fully committing to practices, the athlete may be considered for a letter if his or her conduct has been consistent with team expectations throughout the season.

 Coaches of interscholastic programs in which varsity and junior varsity teams train together (including cross country, track and field, wrestling, Nordic and alpine skiing) will provide students with clear standards for the awarding of varsity letters

For more information about non-academic requirements for graduation, please consult Appendix 6: Graduation Requirements

6.2 Medical Requirements and Considerations

Medical Requirements for Participation

Prior to athletic participation of any kind, students must submit all forms and information as required by the School including signed permissions, health insurance information, proof of physical fitness and baseline concussion testing.

Student Illness

A student who has been absent from classes due to illness cannot practice or compete on that day unless specific approval has been given by the Clark House health center.

6.3 Club, Team and Travel Sports Outside the School

During the School year, demands on a student's time and energy are significant. Students are expected to participate fully in the academic, athletic, and residential life of the School and to attend all required commitments. As a result, there are limits on students' participation in outside programs of all kinds including club and travel teams, showcases and competitions. The School provides opportunities in a variety of sports at levels appropriate to individual abilities. Students and families considering participation on an athletic team outside the School must carefully consider the challenges that such participation may present, including a negative impact on the student's overall experience at SPS

More information on these limits may be found in Section 3.17 Leaving School Grounds/REACH

6.4 Community Engagement Program

The Community Engagement Program connects St. Paul's students with the local community, with an emphasis on youth mentorship, to address critical community needs and to foster and support positive academic, civic and social/emotional growth for all. Students involved with Community Engagement Programs will:

- Develop the capacity for self-reflection;
- Monitor and regulate feelings to aid in the handling of situations;
- Identify and understand the thoughts and feelings of others;
- Use verbal and nonverbal skills to express oneself and promote positive and effective exchanges with others.

The goal of the program is to:

Help students develop and strengthen a sense of identity,

Become integrated in a mentor-type relationship, and

Acquire the necessary skills to become agents of change.

To put St. Paul's mission and school prayer into action, community engagement is a graduation requirement. The program is based on a credit system and credit requirements are based on the time of matriculation as shown below:

- Entering third formers 2 credits
- Entering fourth formers 1.5 credits
- Entering fifth formers 1 credit
- Students will work closely with the community engagement director and their advisers to plan how and when they will participate in community engagement while at SPS.

St. Paul's School offers several programs throughout the year that count towards the Community Engagement Credit graduation requirement.

A sample list of community engagement program offerings is included in Appendix 6: Graduation Requirements

Differentiating Between School Service "In-REACH" and Community Service "Outreach"

School service does not equal community outreach. Community Outreach is performed as a service external to the school. Students who participate in school activities, (i.e. student clubs, student leadership roles, tutoring, theatre, faith and affinity groups) are engaged in school service and these activities, while valued by the School community, are not considered school service and do not count toward required community outreach hours. In some instances, external service done as a part of a club or organization may be eligible. Students contemplating such projects must get prior approval.

6.5 Music Programs

Students who wish to access the music building outside of the academic day are required to seek permission from the music department and the dean of students office.

A copy of the SPS Student Agreement for Access to the Music Building 2021-2022 is included in Appendix 7: Student Organizations

6.6 Off-Campus Programs

Overview

St. Paul's School believes that a student's education extends beyond the classroom and that a change in physical environment enriches perspective. The School's educational philosophy embraces diversity and endorses the principle that as individuals we all learn when we broaden our own beliefs, values, and customs and seek out the wisdom and experience of others. To foster these values, students are encouraged to pursue an authentic understanding of a culture different from their own and to engage this new culture with an open mind. To this end, St. Paul's School offers a variety of domestic and international off- campus programs including servicelearning, culture and language immersion, musical performance, and academic extension programs.

Timing

These school trips are most often conducted during the first week(s) of Spring Vacation and provide a wonderful opportunity to explore. Many students have found their experiences to be fun, but also profoundly transformational as they expand their knowledge and connection to the wider world.

Off-Campus programs are typically announced in Chapel in October. After securing parental support and approval, students must submit a timely online application available on millville.sps.edu. Detailed trip information as well as eligibility criteria for each program and general guidelines are found on the same Millville/Community/ Off-Campus Programs link.

Requirements for Participation

Required documentation (passport, parental approval) and first payment must be submitted by the first Wednesday of Winter Term to secure a spot on the trip roster. Participants attend trip orientation meetings during the winter term to prepare for their school trip. Families will incur additional costs related to these programs that are not included in tuition. Financial aid for these programs is generally available for eligible students. N Students selected to attend a school trip must meet the eligibility criteria for the trip, and must be and remain in good health and good standing. Students on leave are not eligible to attend a school trip.

Behavioral Expectations

During a school trip, students are expected to respect the most stringent of the US/destination laws/school rules, and to follow the trip guidelines and chaperone instructions. All decisions will be made with the safety and well-being of all participants as the top priority.

Students breaking a major school or trip rule will face the same disciplinary consequences as if they were on campus, and may be returned home from the trip, at the parents' cost.

6.7 Student Organizations and Activities

Student Clubs, Societies, Affinity Groups and Alliance Groups

Student-led clubs, societies, affinity groups and Alliance groups celebrate the diversity of the St. Paul's School student community, and provide academic, artistic, athletic, cultural, entertainment, political, religious, and service-oriented activities as well as safe affinity spaces for students. The goal of these programs is to co-create inclusive and welcoming outlets for self-expression within a framework that supports skill development, scaffolds leadership training and enhances the student experience. By working closely with faculty advisers, each of these organizations provide opportunities for students to meet new people, discover new passions and to use their free time in healthy and productive ways.

Affinity and Alliance Groups

Student-initiated groups provide a safe space for all participants to identify salient issues and common concerns through dialogue, using individual voices to bring about affirmation, fellowship, connection, and empowerment. Students with a shared identity meet regularly, working together and with advisers to focus on specific objectives and goals. Alliances comprise students with a shared commitment to a cause. Activities include Chapel presentations, community events, and similar opportunities to inform fellow students and SPS adults about the challenges they face. Each group has a lead faculty adviser or co-lead faculty advisers.

Affinity and Alliance Group Listing for 2021-22

- The Asian Society
- Gender and Sexuality Alliance (GSA)
- The Hillel Society
- The Indian Society
- Justice and Social Equity for Asians (JSEA)
- The Latinx Society
- The LGBTQIA+ Affinity Group
- The Muslim Society
- ONYX
- Transitions
- SPS Women of Color
- The Young Women's Club

For more information about affinity and alliance groups, please consult Appendix 7: Student Organizations

Student-Led Clubs and Societies

All student-led clubs and societies are fully inclusive and welcome new members. All such organizations are required to:

- Register annually. At the beginning of the year, all clubs, societies, and affinity groups (new or existing) must fill out a club application. The organization leaders, and their faculty adviser, are required to meet with the Dean of Students Office to discuss the organization's mission, as well as the for meetings and community education;
- Enlist an engaged faculty adviser who must be present at all meetings;
- Meet a minimum of three times per term in order to secure ongoing funding and authorization;
- Clearly articulate any membership requirements (including auditions and applications);
- Receive advance approval from the Dean of Students Office for any expenditures;
- Create and host one school-wide event annually (working with the Dean of Students Office);
- Host a table at the Club and Society Bazaar to introduce the organization to the School community and to sign up new members;
- Attend Club and Society leadership training meetings held by the Dean of Students Office;
- Secure parental/guardian permission as necessary.

A copy of the SPS Student Club and Society Application 2021-2022 is included in Appendix 7: Student Organizations

Student-Led Group Meeting Logistics

- Ordering Food for Meetings and Events: With enough lead time, and sufficient budgetary resources, food may be ordered for club meetings and other activities. Club leaders must first obtain approval from the Dean of Students Office (whether ordering from the dining hall or an outside vendor). After receiving approval, it is the responsibility of the faculty adviser to place the order and submit receipts.
- Reserving a Meeting Space: Clubs and Societies that would like to reserve a space in which to hold a meeting or other event should first consult the event calendar located on the tab behind the academic calendar on the Millville.sps.edu homepage. If the space is available, it is the responsibility of the faculty adviser to complete an event request in Millville.

6.8 Weekend Events and Social Activities

Weekend Activities

As a fully residential school, St. Paul's is committed to offering weekly student activities options that are engaging and fun. Throughout the year, Saturday night activities are planned and hosted by many different student groups. All registered student-led clubs and societies host at least one all-school event each year. Other student groups, including forms, houses, or even an unofficial group with a great idea, are encouraged to host events as well.

Saturday Night Life (SNL)

Students interested in hosting a weekend event should contact St. Paul's Night Life (SNL), the student group charged with soliciting, planning, and executing weekend programming throughout the year.

Students interested in helping with student activities should consider applying for SNL at the beginning of the school year. SNL members are selected from all four forms to work alongside the Dean of Students Office to plan events, and they also have the opportunity to guide other student groups through the process of hosting events. From student-deejayed dances to hypnosis shows, sports competitions to outdoor movie screenings, SNL ensures that there are plenty of fun and healthy options for student recreation each Saturday night.

6.9 Student Leadership

St. Paul's Student Leaders are co-creators of healthy cultures rooted in our school's values: love, kindness, compassion, humility, unselfishness, inclusivity and the pursuit of wisdom. Student Leaders demonstrate the social emotional competencies and skills to create and sustain community norms that uphold our school's values. Student Leaders are expected to:

- Create a welcome, inclusive environment;
- Respect and support all community members;
- Actively up-stand to challenge behaviors and attitude that are not in alignment with community expectations;
- Engage in an ongoing process of self-reflection to strengthen and develop leadership skills
- Mentor peers in their growth and development

Potential leaders will be assessed for demonstrated social emotional skill development, their ability to see challenges and setbacks as opportunities for growth, and their investment in living in alignment with the school's values.

House Prefects

Each spring, prefects are chosen to serve for the following academic year. They must be Fifth Form students and must first complete a thorough application process. Training takes the form of large group exercises as well as those conducted in smaller groups. Topics covered include student health and safety, hazing, harassment & bullying, group dynamics, clinical issues, sex and sexuality, conflict resolution, listening skills, and crisis intervention. At any time during the year, a head of house, in consultation with the Dean of Students Office, may require a prefect to relinquish his or her position as prefect.

• Prefect Day Off: Because prefects spend time assisting their peers in the house and are often called upon to put the needs of others ahead of their own, a prefect may, with the permission of their head of house, take an occasional day off to make up for lost time and sleep. The prefect must alert their head of house of their intention to take a day off on the morning of the requested day and the head of house is expected to notify the Dean of Students Office for attendance purposes. The prefect is excused from attending classes, athletic practices, and evening activities but may attend meals (including Seated Meal) and seek academic assistance in the evening hours. Prefects are expected to check in at 8:30 on such days.

LINC Leaders

LINC leaders are Fifth and Sixth form students who co-lead LINC classes, plan and run LINC days, and generally help with the implementation of the LINC curriculum at the school-wide level.

Student Admission Officers

Student Admissions Officers are sixth formers who work with the Admission Office to organize tours for visitors to the School, help select the next incoming class, and represent the face of St. Paul's students to the outside world.

Student DEI Council

The Student DEI Council serves to increase student input and involvement in DEI work and partner with the Faculty DEI Council. This student leadership body supplements the School's initiatives related to diversity, equity, and inclusion on the grounds and works to enhance policies, practices, and procedures. Specifically, the purpose of the Student DEI Council is to deliberately focus on issues pertaining to identity on the grounds and act as an advisory board to the Rector and the School's administration-at-large. Members of the Council are drawn annually from the elected leaders of student affinity groups.

Missionary Society Officers

Application and interview required for rising fifth and sixth formers interested in a leadership position working to manage, promote and celebrate the school's philanthropic and service organization.

Chapel Council

Students of all faiths are welcome to apply to be a part of this group and help the chaplaincy shape the chapel programing for the year.

Advancement Ambassadors

The Advancement Ambassadors will be student leaders co-creating a positive and inclusive community with alumni and parents of St. Paul's School in partnership with the Advancement office. Advancement Ambassadors will also lead the way in fostering a culture of philanthropy within the student body. The Advancement Ambassadors will gain an understanding of advancement as well as given the opportunity to grow.

Library Proctors

Library Proctors help support the functions of the Ohrstrom Library. Duties include time at the main desk among other responsibilities. Rising Fourth and Fifth form students are eligible to apply.

Peer Tutors

Provide peer-to-peer tutoring in math, science and world languages. Rising Fourth, Fifth and Sixth Form students may apply to be a peer tutor.

Athletic Association Officers

Varsity captains selected by their peers. The Officers give chapel announcements, support positive engagement and assist the athletic department.

Team Captains

Elected captains are considered student leadership positions. Elected captains have significant responsibilities for their team and the athletic program in season and are expected to model the kind, inclusive and positive behavior that is expected of all student-athletes.

Other Leadership Positions and Opportunities

Heads of student-led clubs and other organizations are considered leadership positions. Some positions require considerable time, responsibility and student participation. These include, but are not limited to Editor of the *Pelican, SPS Yearbook* Editors, Chapel Choir Officers and Heads of WSPS.

6.10 Student Government

Student Council

The Student Council provides a forum for students to present ideas to improve the School community and serves as an advisory body to the Rector. The officers of the Sixth Form preside over the Student Council and choose a faculty adviser each year. The council meetings are open to the community.

Student Council Charter

The charter governs the operation of the Student Council. It includes information on the Honor System, elections, and other important matters. Copies are available in the library and in the Dean of Students Office.

Sixth Form Officers

The four Sixth Form officers are elected by their form in the spring of their Fifth Form year. The officers share many responsibilities, including weekly meetings with the Rector, running Student Council meetings, serving as student representatives on the Discipline Committee (DC), and presiding over other student matters. For further information, please consult with a current Sixth Form officer.

Form Representatives

Two representatives each from the Third, Fourth, and Fifth Forms are elected to serve on the Student Council. In addition to serving on the council, form representatives plan and lead Form meetings, organize form activities and fellowship opportunities.

House Representatives

Each residential house elects a representative to the Student Council. House representatives attend Student Council meetings, report back to students during house meetings, solicit input from their houses and speak on behalf of members of their residential house who meet with the Discipline Committee.

A copy of the Student Council Charter is included in Appendix 7: Student Organizations

7. MAJOR SCHOOL RULES

7.1 Rules and Expectations

Clearly articulated School rules, standards and expectations ensure healthy relationships, civility, and stability in our community. The discipline system in use at St. Paul's School delineates and reinforces positive, pro social behavior and provides consequences for when behavior is out of alignment with School values. The system honors responsibility, accountability and honest communication, enabling personal growth and reinforcing positive community culture. Through a process of Active Restoration, students are asked to take ownership of their decisions, make amends, and reestablish trust. Parents/ guardians are asked to partner with the School and support their child through the process, but do not have any formal role.

St. Paul's is a private, Rector-led school, and as such, its discipline structures may differ from public school or official government processes. For example, a meeting of the Discipline Committee is not a "trial" in the formal sense of the word, but is meant to be an opportunity for a student to account for their choices and to demonstrate their full ownership of the rule violation. Ultimately, it is the Rector who will determine how to process decisions regarding discipline. The Rector may choose to use the counsel of the Discipline Committee before deciding consequences for violations of Major School Rules, but there may be occasions when the Rector chooses to make decisions without the use of the Discipline Committee. In all cases, the Rector will decide on the dispensation of discipline for students who break Major School Rules.

The Deans Team

When a suspected violation of a Major School Rule has occurred, the "deans team", composed of the vice rector for school life, the dean of students, the dean of studies and the associate deans of students, will meet to determine whether a meeting of the Discipline Committee is appropriate. A serious rule violation will likely result in a disciplinary response in which the student is asked to demonstrate both the willingness and ability to learn and mature from the experience and to repair any harm done.

Preponderance of the Evidence

In the event that a student does not admit responsibility for a rule violation, but the deans team concludes that a preponderance of the evidence (more likely than not) establishes culpability, then the student will meet with the Discipline Committee.

Risk of Dismissal

The second violation of any major school rule will likely result in dismissal from the School. And, while St. Paul's is not a "one strike" school, there are certain violations for which a student will likely be dismissed from the School regardless of their prior disciplinary record. These include any egregious offense deemed exceptionally misguided or dangerous. Examples of such violations include serious instances of hazing, harassment or bullying, major theft, possession of School keys, participation or facilitation of games of sexual solicitation and/or conquest, multiple offenses occurring in a short period of time, dishonesty in a meeting of the Discipline Committee, and major violations of the School's drug and alcohol policies that result in harm or risk of harm to self and others (selling or providing alcohol, nicotine, illegal or prescription drugs, or legal over-the-counter preparations or remedies, for purposes other than legitimate medical treatment, or being in possession of paraphernalia associated with the selling or provision of alcohol, nicotine, illegal or prescription drugs or legal over-the-counter preparations or remedies, for purposes other than legitimate medical treatment).

Violations of State and Federal Laws

Students should be aware that some violations of Major School Rules also constitute violations of state and federal laws, and under such circumstances, St. Paul's School will meet its reporting requirements to authorities.

More information about mandatory reporting requirements is included in Appendix 2: Mandatory Reporting

Major School Rules

The following five rules; Honesty and Integrity, academic misconduct, respect for self, others and community, drugs alcohol and nicotine and acceptable use of technology, are of paramount importance to this community. Violations of these rules will result in formal disciplinary action, unless there are extraordinary mitigating circumstances. We hold in highest regard the principles of honesty and integrity in all dealings between and among the members of the St. Paul's School community, and have established basic expectations for a drug-free, alcohol-free and fire-safe campus that ensure the health and safety of all of our community's members. This is also a community that supports and nurtures the differences among people and strives to make the School a safe and comfortable place for all. *Please refer to the School's Non-Discrimination Policy at the beginning of this Handbook.*

These Major School Rules serve one or more of the following basic purposes:

- to protect the citizenship afforded by the School to members of the School community;
- to help a student make responsible decisions about behavior that may affect the student's own health, safety or well-being;
- to help a student make responsible decisions about behavior that may affect the health, safety or well-being of others;
- to aid in the effective operation of the School;
- to safeguard the School's academic standards and integrity.

These rules, along with the other rules and regulations that follow, apply to all St. Paul's School students during the School year; regardless of whether they are on or off campus and whether or not School is in session.

7.2 Honesty and Integrity

St. Paul's School Honor Code

To live honorably, we, as members of the St. Paul's community, strive to be truthful, respectful and kind.

 $-\operatorname{Revised}$ by the Student Council, 2015

Committing or attempting to commit the following all constitute violations of this rule:

- Dishonest acts of any kind, including lying, theft of goods and services (including the misuse of electronic communication devices, credit/debit/id cards;
- Direct disobedience of an instruction, command or charge issued by any adult member of the community;
- Fraud (deception intended to result in personal gain) of any kind including deceit regarding permission forms (online or on paper); falsifying sign-in at required School events whether for one's self or another;
- Failure to attend a scheduled obligation;
- Failure to cooperate fully in an investigation conducted by the school or on behalf of the school by an outside investigator;
- Possession or use of a key or ID card that belongs to the School or to another member of the community; or, the possession or use of an ID card that contains false information; or having knowledge of other students in possession of such items;
- Unauthorized entry into spaces that are locked or are meant to be locked (including student rooms, classrooms, offices, locker rooms, team rooms, mechanical rooms, custodial closets and storage facilities) or where access is expressly prohibited, or where access has not been granted (practice rooms in the music building) whether force is used or not;
- Misuse of spaces, including occupancy of single-stall bathrooms by more than one person;
- Other conduct at any time of the year, on campus or off campus that demonstrates a lack of honor, honesty or integrity, or that is detrimental to St. Paul's School or that jeopardizes the welfare or good name of the School.

7.3 Academic Misconduct

Committing or attempting to commit the following all constitute violations of this rule:

- Copying someone else's work, whether homework, quiz, lab, paper, test, or examination;
- Giving or receiving unauthorized assistance on any form of work completed for credit;
- Receiving authorized help with any form of work, without acknowledging the assistance;
- Using unauthorized resources during an examination, test, or quiz;
- Providing or obtaining advance information about an examination, test, or quiz that was given in a section of a course that met earlier;

- Submitting work done for one course as original work for another course;
- Misrepresenting oneself or one's work on a college application;
- Plagiarism; defined as: the act of taking another's thinking or writing and using it as one's own, whether consciously or unconsciously, deliberately or inadvertently.
- Plagiarism occurs in the absence of proper citation and generally takes one of three forms: the verbatim copying; paraphrasing; or the appropriation of an apt word or phrase. Any form of plagiarism violates the Honor Code, and each individual bears the responsibility of understanding its definition, its risks, and the means by which to avoid it. St. Paul's School recognizes the complexities of plagiarism and understands its responsibility for helping students learn appropriate methods of scholarship. Carelessness and absence of intent do not constitute excuses for plagiarism.

7.4 Respect for Self, Others, and Community

Students, faculty, members of the staff and others connected with St. Paul's School should be treated with consideration and respect. As a community enriched by its diversity, we recognize and respect differences in culture, race, ethnic origin, religion, gender, gender identity, sexual orientation, and other aspects of identity. To preserve and protect the health and well-being of the community, the School will not tolerate harassment of any kind and will respond with appropriate corrective and restorative action, up to and including dismissal. In addition, as required by state law, the School will refer cases of reported child neglect or abuse to appropriate authorities.

(See also the appendix regarding the policies for hazing, harassment, and sexual harassment.)

Committing or Attempting to commit any of the following actions constitute violations of this rule: actions that harm or pose a risk of harm to the health, safety or well-being of one's self or of others. Unacceptable behavior includes without limitation:

- Harassment relating to race, ethnicity, religion, gender identity and sexual orientation and other forms of willful and malicious harassment;
- Use of hate speech, defined as abusive or threatening speech or writing (including recordings, photographs, texts, memes and/or social media posts) that expresses prejudice against a particular group, especially on the basis of race, religion, gender, gender identity or sexual orientation, in any venue or on any platform (Misconduct that falls short of hate speech but produces a hostile environment will be addressed by the school and may result in disciplinary consequences);
- · Malicious, threatening or defamatory remarks of any kind;
- Any type of harassment violation of privacy (including the use of any recording or imaging technologies) or actions or communications (verbal, written or images) constituting harassment of any kind;
- Physical or oral assault of another person, including without limitation sexual assault, fighting, bullying and hazing (please see the appendix for important information on the School's policies and reporting obligations);

- Failure to be present in the house at check-in and/or to remain in the house afterwards (i.e. leaving the house after check-in or before 6:00 am for any reason);
- Visiting student rooms and houses outside of permissible policies and hours, or hosting visitors outside of permissible policies and hours;
- Disrespecting the rights of others;
- Recording or photographing others without their express permission
- Recording or photographing others in academic settings or semi-private spaces including classrooms, bathrooms, locker rooms, and other places where a reasonable person would expect privacy;
- Distribution or solicitation of sexually explicit media (including images, audio and or video);
- Participation in or facilitation of any game, "tradition" or practice of sexual solicitation or sexual conquest, under any name;
- Disrespectful and inappropriate documentation of relationships
- Barring access to student rooms and other semi-private spaces including single occupancy bathrooms;
- Violation of any federal, state or local law;
- Receiving the delivery of any prohibited items through the mail, common carrier or other modes of transport including hand delivery;
- The creation of fire hazards including:
 - Smoking, vaping, or the use of an open flame in any School building;
 - Use of candles, incense or other flammables in any school building;
 - Use or possession of cooking equipment (including coffee pots) except in designated areas;
 - Use or possession of fireworks;
- Leaving School grounds without appropriate permission;
- Direct disobedience of a faculty or staff member;
- Vandalism or the willful destruction of property;
- · Possession or use of weapons or explosives;
- Failure to live up to the terms of probation;
- Facilitation and/or hosting of rule breaking activity in a student's home, room or car, whether on or off School grounds, even when the student is not participating in the actual rule breaking;
- Pressuring or soliciting other students to break Major School Rules;
- Accumulating a number of Student Standard level violations that clearly indicate an unwillingness or inability to live in alignment with School expectations;
- Serious or repeated violation of rules governing signing in and signing out (SISO) of School grounds;

- Behaving in a manner inconsistent with the School's expectations while away from campus on weekends and during vacations;
- Other conduct, committed at any time of the year, on or off campus, which endangers the safety of the student or others.

Students must remember that actions can and will be judged on their impact, regardless of intent. And, while in certain cases harassment may be unintentional and the result of ignorance, such behavior is unacceptable and will be addressed.

7.5 Alcohol, Drugs, and Nicotine

Students are expected to be completely drug and alcohol free throughout the school year and while under School supervision (e.g. School trips and preseason camps). A student who obtains, sells, distributes, donates or trades drugs, alcohol, nicotine, CBD products, or other substances (including over-the-counter drugs and "homemade" preparations that are to be used for purposes other than legitimate medical treatment) can be dismissed regardless of the student's previous disciplinary record. Similarly, a student who consumes drugs, including alcohol, may be dismissed after a single offense at the discretion of the Rector, based upon the evidence and circumstances of the situation. Such circumstances may include, but are not limited to, egregious use that has resulted in harm or posed a risk of harm to self or others. As a condition of every student's enrollment at St. Paul's School, parent(s)/guardians and students are required to authorize the School to conduct drug and alcohol testing during a disciplinary event or if there is suspicion of use of the student by Breathalyzer, urine or hair sample, or saliva.

All residents of a student room will be held equally responsible for the possession of unclaimed alcohol, drugs, nicotine and other illegal or illicit substances found in that room.

Committing or attempting to commit any of the following actions constitute a violation of this major school rule:

- Purchasing, possessing, using, selling, or distributing any illicit or illegal drug, including nicotine and marijuana and its derivatives;
- Purchasing, possessing, drinking, distributing or being under the influence of alcoholic beverages, or possessing empty alcoholic beverage containers;
- Abusing or misusing any legal over-the-counter or "homemade" preparations or remedies for purposes other than legitimate medical treatment including inhalants and prescription drugs (including those used to treat ADD and ADHD);
- Abusing or misusing any prescription drug (including ADHD medications) in a manner not consistent with the instructions of the prescribing physician or without the express consent of the School's health center;
- Possessing paraphernalia and containers associated with the use of alcohol, drugs and other illegal or illicit substances;
- Remaining in the presence of St. Paul's students who are in possession of and/or are using alcohol, nicotine or any other illegal or illicit substance or the paraphernalia or containers related to such use;

- Deliberately circumventing the School's medication management policies;
- Purchasing, possessing, using, selling or distributing fake forms of identification.

The Sanctuary Policy for Intervention creates an avenue for helping students engaged in high-risk behavior without the threat of disciplinary action.

For more information about Sanctuary, its application, and its limitations, please see Section 3.4: Clark House Health Center

7.6 Acceptable Use of Technology

Time online, for academic pursuits as well as those that are social and personal, is increasingly woven into the daily lives of the members of the St. Paul's School community. We understand that there are unique challenges to online life -- the absence of tone or real context; the temptation to anonymity; what it means to "like" something in terms of one's own values, beliefs, behaviors and citizenship; the difficulty in managing one's behavior in a fast-paced, visceral and emotionally charged domain; the real danger to intellectual honesty that online research poses. With these challenges in mind, it is essential that students fully understand and comply with the School's expectations.

The possession, procurement, creation and distribution of materials that would be unacceptable in person, in print, or in a public forum are unacceptable through technological or electronic means as well. Online behavior is subject to the same degree of concern and responsibility as in-person behavior. Furthermore, material generated online is by nature permanent and subject to external judgment, regardless of intent, and will be subject to the exact same standards and range of disciplinary responses as in-person behavior. Privacy settings and one's intended audience have no bearing on disciplinary response; anything posted, transmitted, or sent is assumed to be public and permanent.

The following actions all constitute violations of this major school rule:

- Bullying, harassing or insulting others;
- Recording or photographing any person without their explicit consent;
- Recording or photographing others in academic settings or semi-private spaces including classrooms, student rooms, bathrooms, locker rooms, and other places where a reasonable person would expect privacy;
- Posting or otherwise making public synchronous or asynchronous materials created or recorded by SPS faculty without the faculty member's explicit consent;

- Sending, posting or displaying offensive messages, pictures, music and or videos;
- Using obscene language;
- Creating content, including social media posts and memes that use obscene content including language and music with explicit lyrics;
- Using hate speech;
- Creating, publishing, and or disseminating material detrimental to the School;
- Downloading, distributing or otherwise sharing sexually explicit, inappropriate and/or destructive materials;
- Viewing, downloading or distributing material prohibited to minors;
- Assuming the identity of another person;
- Using another person's accounts or passwords;
- Transmitting material known to contain viruses, or other computer programs that are intended to damage, detrimentally interfere with, surreptitiously intercept or expropriate any system, equipment, data or personal information;
- Excessively taxing or overusing the School's shared download capacities;
- Any use or misuse of technology, (including the School's computers, websites, voicemail, email, Internet and/or intranet sites or other technology, applications or equipment) which do, or could:
 - Impact the welfare of any member of the School community;
 - · Harm the reputation or the functioning of the School;
 - Violate copyright laws

Every member of the community must review and familiarize themselves with the School's Acceptable Use of Technology Policy, included in Appendix 5: Technology Acceptable Use

8. THE DISCIPLINE PROCESS

POLICIES AND PROTOCOLS FOR THE EQUITABLE APPLICATION OF SCHOOL RULES

Clearly articulated School rules, standards and expectations ensure healthy relationships, civility and stability in our community. The discipline system at St. Paul's School delineates and reinforces behaviors informed by the shared values of the community and provides consequences for behaviors that are out of alignment with those values. The system honors responsibility, accountability, and honest communication, thereby promoting personal growth and reinforcing a positive community culture.

8.1 Determination of Process

When a suspected violation of a Major School Rule has occurred, the "deans team", composed of the vice rector for school life, the dean of students, the dean of studies and the associate deans of students, will meet to determine whether a meeting of the Discipline Committee is appropriate. A serious rule violation will likely result in a disciplinary response in which the student is asked to demonstrate both the willingness and ability to learn and mature from the experience and to repair any harm done.

In certain circumstances, violations of major School Rules will be considered by the Community Conduct Board "CCB" instead of the Discipline Committee. These two panels are equal in stature, but have important differences. For the purposes of student conduct, The CCB is used when confidentiality is required in order to protect a victim, (for example one that has been the target of hazing, harassment or bullying) from being "outed" or subjected to further harm. The vice rector for school life, in consultation with the Rector, will determine if the additional confidentiality provided by the CCB is warranted.

In some instances, when the deans team determines that a violation does not meet the criteria for consideration by the Discipline Committee, a student may receive a *Student Standard* level response.

In the event that a student does not accept or admit responsibility for a rule violation, but the deans team concludes that a preponderance of the evidence (more likely than not) establishes culpability, then the student will meet with the Discipline Committee.

8.2 Risk of Dismissal from St. Paul's School

The second violation of any major school rule will likely result in dismissal from the School.

And, while St. Paul's is not generally a "one strike" school, there are certain violations for which a student will likely be dismissed from the School regardless of their prior disciplinary record. These include any egregious offense deemed exceptionally misguided or dangerous.

Examples of such violations include:

- · serious instances of hazing, harassment or bullying,
- major theft,
- possession of School keys,
- participation or facilitation of games of sexual solicitation and/or conquest,

- · multiple offenses occurring in a short period of time,
- · dishonesty in a meeting of the Discipline Committee,
- major violations of the School's drug and alcohol policies that result in harm or risk of harm to self and others, including:
 - selling or providing alcohol, nicotine, illegal or prescription drugs, or legal over-the-counter preparations or remedies, for purposes other than legitimate medical treatment,
 - being in possession of paraphernalia associated with the selling or provision of alcohol, nicotine, illegal or prescription drugs or legal over-the-counter preparations or remedies, for purposes other than legitimate medical treatment).

8.3 Mandatory Reporting

Students should be aware that violations of some Major School Rules may also constitute violations of state and federal laws, and under certain circumstances mandatory reporting obligations to law enforcement and government agencies apply. St. Paul's School will meet all reporting requirements and report to the required authorities.

For more information, please consult Appendix 2: Mandatory Reporting

8.4 Retaliation

St. Paul's School is responsible for providing every member of the community with a safe and healthy learning environment. The School will comply with federal and state laws, as well as relevant School policies, to achieve, through education, communication, mediation and discipline when necessary, a welcoming, respectful and pro-social student culture that encourages and rewards intervention and upstanding behaviors.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who:

- reports or brings forward incidents and behaviors that violate community values and/or major school rules;
- provides information during an investigation of such behavior; or
- · witnesses or has reliable information about such behavior.

Retaliation may take the form of 'payback" behaviors targeted against a student who is thought to have brought forward information, including:

- Ostracizing or "icing out";
- · Spreading or causing the spread of rumors or misinformation;
- Demanding to know what a student shared or reported to initiate investigation or as part of an investigation;
- Investigating the source of a request for sanctuary.

Retaliation of any kind against any individual for reporting violations, whether by the object of the complaint or someone else, will not be tolerated and will be subject to the same strict discipline as is the violation of any Major School Rule. Students who are found to have violated the School's retaliation policy face possible dismissal, even if they have had no prior disciplinary history.

Students who believe they have been the target of retaliation should immediately reach out to one of the deans, a member of the Community Conduct Board or any trusted SPS adult.

8.5 The Discipline Committee

Definition

The Discipline Committee "DC" is an advisory committee composed of faculty members and students. The purpose of the committee, convened after the violation of a Major School Rule, is to hear testimony and to make disciplinary response recommendations to the Rector. It is important to understand that the meeting of the Discipline Committee is not a trial; prior to meeting with the DC, the student has been determined to have violated a Major School Rule, either through admission or because the preponderance of the evidence indicates culpability.

Because the level of a student's responsibility has been established before the Discipline Committee has been convened, the purpose of a DC meeting is to recommend responses appropriate for the student's particular violation. Responses are meant to be reasonably consistent with past responses, and respectful of individual circumstances. In short, the recommendations of the DC are mindful of the community — its safety, its education, and its rules, norms, standards, and expectations. The recommendations are presented to the Rector; however the Rector is not bound to accept them. All final disciplinary decisions rest with the Rector, who may impose such disciplinary action as is warranted. The Rector, at their sole discretion, may suspend or dismiss a student if the Rector believes it to be in the best interests of the student or the School.

Composition of the Discipline Committee

The Discipline Committee (DC) is comprised of two groups:

- The standing members of the committee; eight faculty members and a chair appointed by the Rector, and the four Sixth Form Student Council officers. The chair of the DC presides at every meeting; two faculty members and two sixth form officers participate in an informal rotation based upon availability.
- The four ad hoc members of the committee participate in a particular meeting of the DC; the student who will be facing the committee, the student's adviser, a representative from the student's residential house (a prefect or the student council representative) and an advocate selected by the student.
- A dean (typically the dean of students or the dean of studies) is also in attendance.

8.6 Discipline Committee Meetings

Meetings of the Discipline Committee unfold as follows:

Confidentiality Agreement

The Chair of the DC opens the meeting by reading a statement that explicitly defines the School's expectations of honesty and the need for confidentiality. After the statement is read, all attending the meeting are asked to sign the statement, acknowledging that they will keep the contents of the meeting confidential unless disclosure is required by law and that they will be honest and forthright throughout the meeting.

Statement of Involvement

All in attendance are given two statements to review:

• A statement written by the student detailing the actions that have resulted in the meeting, and addressing the following questions:

What happened?

What have you been thinking about since it happened?

Who was impacted? How?

What do you think needs to happen to make things right?

• A statement written by the dean of students or dean of studies detailing the events as witnessed or discovered.

Questions and Responses

Once the statements are read, members of the DC may ask the student any questions they feel necessary to understand the student and the circumstances of the violation, as well as to clarify any ambiguities. All present -- the student, adviser, advocate, and house representative are welcome to speak. Any person may ask questions, offer clarification, or make comments. They may also choose to remain silent.

Support for the Student

All present in support of the student -- the adviser, house representative and advocate, are asked to speak on behalf of the student and to provide context for the violation as it relates to their overall conduct as a member of the community.

Deliberations

Once all questions have been answered and statements of support have been given, the student, the house representative and the advocate are dismissed. Those remaining discuss possible recommendations to the Rector. If there are known precedents, they are considered. Each case, however, is considered individually. At the conclusion of this discussion, recommendations are recorded individually by the committee chair. There is never a vote. Prior to dismissal, all present are reminded of their pledge to keep the proceedings and the response recommendations confidential in order to protect the student and the committee members.

Conclusion

The recommendations are conveyed to the Rector by the committee chair and the dean who attended the hearing. Pertinent information about the student, or circumstances that are confidential and could not be shared with the DC, also are conveyed to the Rector. The Rector determines the School's response to the student. The dean will then meet with the student and the student's adviser to convey the response. The Rector's decision is final.

8.7 Discipline Committee Communication

Effective communication throughout the discipline process is important for the individual student as well as the broader community. Adults and student leaders need to be made aware of pending discipline and the outcome of the process so that they may effectively provide support. While the specific deliberations of the DC are confidential, discipline is not confidential at St. Paul's School and students are expected to take responsibility for their actions and communicate directly with those most impacted (e.g. their residential house, class or team). The wider community must be informed of the outcome of discipline processes to help reinforce community values and expectations.

Before a Discipline Committee Meeting

The student and their adviser will meet with a member of the Dean of Students or Dean of Studies office to review and answer questions about the discipline process and the meeting of the DC.

The adviser will call the student's parents/guardians and inform them that the student is deemed to have violated one or more major school rules and will be going before the Discipline Committee.

A dean will make the following notifications via email:

- The faculty will be given the name of the student(s) appearing as well as the Major School Rule that has been violated
- The Sixth Form officers will be informed so they may prepare for the meeting purposes
- The student will ask an adult member of the community and a student leader from their residential house (prefect or student council representative) to speak on their behalf at the DC meeting.

After a Discipline Committee Meeting

The student and their adviser will:

- Meet with a dean (typically the dean of students or dean of studies) to review the School's response and to outline their responsibilities going forward;
- Call the student's parents/guardians and inform them of the outcome;
- Work on a communication plan to address the following as soon as reasonably possible, but within the first week post-DC:
 - Students will communicate with their house and any other impacted communities (teams, clubs, music/theater groups, etc.), affected by the incident or impacted by the response.

- The minimum level of information communicated to each group will include which specific expectation or policy the student violated and the resulting consequences. A student may choose to share more information with these groups.
- If a student is separated from the School (suspension or dismissal), then the adviser will communicate with the residential house as soon as possible.

The Dean will:

- Notify the faculty in a subsequent faculty meeting
- Follow up with parents/guardians

The Rector will:

• communicate the violation and response verbally to the School in Chapel. Such communication will not include the name of the student(s) involved.

8.8 Clarification of Specific Roles in the Discipline Process

Advocate: The student may bring an advocate to the DC meeting; this advocate may be an adult member of the community. The advocate's role is to provide support and speak to the student's character in a way that provides context for the rule violation. The advocate is not a defense attorney. As with all members of the DC, the advocate may ask questions, seek clarification, and will be called to speak on the student's behalf. It is, of course, expected that the advocate will be honest. In some circumstances a student may select another student to serve in this role, with the approval of the chair of the discipline committee chair and a dean. The advocate, along with the student and the house representative, exit the meeting of the DC prior to the start of deliberations.

Adviser: Advisers are often able to provide a fuller context for student actions and may be called upon to speak to the ways in which the School has supported the student. The adviser may speak in accordance with their own wishes and may make response recommendations to be shared with the Rector.

House Representative: The function of a house representative is similar to that of the advocate, providing support and speaking to the student's character in a way that provides context for the rule violation. A student may select either their house's representative to student council or one of their house's prefects to serve in this role. The house representative, along with the student and the advocate, exit the meeting of the DC prior to the start of deliberations.

Dean of students, dean of studies, or associate dean: A dean attends each meeting of the DC, and while they might be called upon to answer clarifying questions about the student or dean's statement, serves as a generally silent observer throughout the proceedings.. The presence of a dean assures all concerned that there is continuity through the process; one person aware of all that has transpired prior to, during, and after the DC, as well as confidential information that may be pertinent. This continuity is particularly important for parent communication and ensuring appropriate support of a student after the DC. Student Council Officers and Faculty Members of the Discipline Committee: These members of the committee are present to review statements, ask questions, share perspective and formulate individual responses for the Rector's consideration.

Chairperson of the Discipline Committee: In addition to their responsibilities as a faculty member of the committee, the chairperson presides over the meeting, provides historical context for responses and presents, along with the dean, the individual response recommendations to the Rector.

8.9 Student Standard Violations

Students are expected to be safe, responsible and respectful members of the community. In some instances, as determined by the deans team, student conduct may be out of alignment with the Schools values and expectations, but not be so egregious as to warrant a meeting with the discipline committee. In these instances the deans team will assign consequences and the student will receive a letter in their file indicating that future violations will be met with more serious disciplinary action.

Repeated or chronic violations of student standards, or in cases where violations are deemed to be very serious by the deans team, a student may be required to meet with the Discipline Committee.

Student Standard violations include, but are not limited to:

- Failure to meet all commitments, including required Chapel services, academic classes, athletics, Seated Meals, and work duty;
- Keeping or driving a car or motorcycle in Concord or its vicinity or traveling with another student who is driving without permission;
- Leaving school grounds during town hours without properly signing out in REACH;
- Possessing pornographic and/or sexually explicit materials;
- Creating or building shelters or buildings of any kind on School property;
- Use of lasers and/or laser pointers;
- Misuse of cell phones, smartphones, and other personal electronic devices (including headphones and personal speakers) while on the paths or in School buildings;
- Failure to wear a properly buckled helmet when riding a bicycle, skateboard, scooter or any other wheeled means of transportation;
- Disrespectful use of any School property, including student rooms, house common areas, and all other such spaces.
- Failure to follow water safety protocols including swimming alone, jumping into the water from bridges or other structures, and/or forcing others into the water.
- Failure to have a Personal Flotation Device (PFD) for each person in the boat when using any watercraft on School waters Each PFD must be in good condition, be the proper size for the intended wearer, and most importantly, be readily accessible. All boats and watercraft must be registered at the Dean of Students Office.

- Non-compliance with Delivery Expectations and taxi/rideshare drop off and pickup locations on school grounds
- Minor and isolated acts of academic misconduct, as determined by the deans team.
- Failure to conduct ones' self in a respectful and courteous manner and to support a healthy and safe learning environment, including without limitation being insubordinate, using abusive language, inappropriate gestures, derogatory remarks, disruptive behavior, misrepresenting circumstances to adults, and other similar conduct.

8.10 Responses to Violations

The Discipline Committee may make any of the following recommendations:

Academic Consequences

Responses to academic misconduct may include academic consequences, such as:

- The student receives an Unsatisfactory grade on the assignment
- The student is required to redo the assignment to the satisfaction of the teacher, for no credit
- The student is ineligible for any year-end academic awards

Early Check

The student is required to check in one-half hour before their regular check in time Sunday through Friday and at 9:00 p.m. on Saturday.

On Restrictions

The student loses some privileges for a period of time.

- Student will meet with a dean to review the terms of this response;
- Student will remain on School grounds for the duration of *On Restrictions*, with the exception of a meal in town with Student's own parents/guardians (and without student guests);
- Student loses weekend privileges (no long or short weekends while *On Restrictions*);
- Student may represent the School and may petition the dean of students for attendance at a School-sponsored activity;
 - Sunday-Friday: student must check in to their house by 7:30 pm and remain in their room until 10:00 pm with no visitors to the room;
 - Saturday evening: student must Check into their house by 9:00 pm (student is not restricted to their room on Saturday evening, but may not host guests).

Any student On Restrictions who fails to demonstrate appropriate cooperation, conduct and attitude may be placed On Bounds.

On Bounds

The student loses most privileges for a period of time.

- Student will meet with a dean to review the terms of this response;
- Student may not represent the School by participating in any athletic or non-athletic event; including, but not limited to games, meets, matches, dramatic performances, radio shows, *a capella* performances, and major School dances;
 - Student is expected to practice with their team and may participate in club sports;
 - Student may not dress for games;
 - Student may travel with interscholastic sports teams (in street clothes) at the discretion of the coach and subject to approval by the athletic director;
- Student is required to check into their house at 7:30 pm Sunday through Friday evenings and remain in their room until 6:00 am the following morning with no visitors to the room;
- Student is required to check into their house at 9:00 pm on Saturday evening (student is not restricted to their room on Saturday evening, but may not host guests;.
- Student is required to remain on School grounds for the duration of *On Bounds*, with the exception of a meal in town with Student's own parents/guardians (and without student guests).
- Student loses weekend privileges (no long or short weekends while On Bounds) which means they cannot attend off-campus programs including sports teams and music groups.

On Probation

Probation is meant to be a period of time during which a student recommits themselves to living in alignment with the School's values, rules and expectations. While on probation, the School's response to any infraction will be elevated as infractions during probation call into question the student's desire to remain a member of the community.

When considering whether a student should be taken off probation, the deans team will consider all aspects of the student's experience including their attendance, condition of their room and other factors. Being placed On Probation for a period of time may require the student to disclose the discipline event in the college process. Students and families with questions about college reporting should reach out to the college advising office.

Suspension

Suspension is a time-specific separation from the School. The School may require the fulfillment of certain specific conditions, detailed in the School's response letter, prior to permitting the student to return to campus and/or resuming their academic work.

Dismissal

A permanent separation from the School.

Active Restoration

The discipline system at St. Paul's School is designed to provide an important opportunity for student learning and growth. To intentionally facilitate that growth, *Active Restoration* requires introspection, reflection and repair. Working with their adviser, a student who is undergoing *Active Restoration* will work to rebuild trust with the communities impacted by their words, actions and behaviors. Active Restoration also provides an opportunity for the student to bring closure to the discipline process and formally regain the status of a "student in good standing."

Process

The student will choose either their adviser or their adult DC advocate to guide them through Active Restoration. The student will return to the four restorative questions and consider what needs to be done to repair harm.

Timeline

A minimum of four weeks after a DC, the student will develop a plan for reflection and repair. The student should work with their adviser, and use the four restorative questions as a framework. Release from *Probation* may be contingent upon completion of *Active Restoration*, so it is in the student's best interest to begin the process as soon as possible.

Final Reflection

When the student has made any needed repair to the community, and feels ready to share, they will write a one-page final reflection, using the four restorative questions as a guide. The final reflection should demonstrate the student's understanding and ownership of the harm that was caused, an accounting of what they have done to make repair, and their thoughts on how they have grown through the process.

Completion

The student will submit their final reflection to the dean of students and their adviser. When the final reflection shows the student has adequately completed the process, then the student will be notified, in a letter from the dean of students, of their return to being a "student in good standing."

8.11 Disciplinary Reporting Policy

It is a School expectation that students will respond truthfully to any questions on college applications regarding their disciplinary records. Reportable offenses include any academic or disciplinary infractions that result in probation, suspension, dismissal, or expulsion. Students will review college applications to determine if a college requests information about their disciplinary record. In the case of a reportable offense, the student will write a statement outlining the circumstances of the infraction and his/her response and growth from the situation and will review this statement with his or her college advisers prior to submitting it. The same holds true if a disciplinary infraction occurs after the submission of an application. Most colleges also expect the School to provide explanations of major disciplinary infractions, and the College Office will confirm the disciplinary history of St. Paul's School candidates who have faced probation, suspension, dismissal, or expulsion to colleges upon request from the college or university, either to corroborate when a student has reported or to confirm which students within an applicant pool will be reporting in their applications. The College Office will also take this opportunity to highlight the student's response to their offense and subsequent growth and restoration within the community. If a reportable disciplinary offense occurs after the submission of one or more applications, the student is expected to submit their statement within two weeks of the disciplinary decision, at which time the College Advising Office will communicate directly about the matter with those colleges to which the student has applied, in order to support the student involved. Finally, if a student is expelled or withdraws after the submission of college applications, the School will notify any college to which the student has applied of the fact that the student is no longer enrolled within one week of their expulsion or withdrawal.

While disciplinary matters are a concern to colleges, the experience of the St. Paul's School's Office of College Advising is that admissions officers understand that young people make mistakes. Admissions committees are typically more concerned with the manner in which students respond to disciplinary actions than the actual event leading to the sanctions. A mature, graceful, and honest response to a discipline infraction can illustrate a student's growth and development as a young adult.

8.12 Community Conduct Board (CCB)

Scope of the CCB

St. Paul's School is responsible for providing all employees and students with a healthy and safe learning environment. The School seeks to comply with federal and state laws, as well as relevant School policies, to achieve, through education, communication and mediation, a welcoming and respectful work and school environment free of harassment, hazing, bullying, assault, discrimination, and retaliation.

Members of the CCB

- The CCB is structured in two tiers to separate the investigation and adjudication processes. Membership is by position and is as follows:
- Tier One: Investigation
 - Director of Human Resources (co-chair, staff)
 - Vice Rector for Faculty (faculty)
 - Dean of Students
 - Director of Safety
- Tier Two: Adjudication
 - Vice Rector for School Life (co-chair, faculty)
 - Chief Financial Officer/Chief Operating Officer
 - Director of Information Technology

Operation of the CCB

The focus of the CCB is to take steps as a collaborative team to deal with incidents of harassment, hazing, bullying, assault, discrimination, and retaliation in the work and academic settings. In certain circumstances, violations of additional major School Rules will be considered by the Community Conduct Board "CCB" instead of the Discipline Committee. These two panels are equal in stature, but have important differences. For the purposes of student conduct, The CCB is used when confidentiality is required in order to protect a victim from being revealed or subjected to further harm. The vice rector for school life, in consultation with the Rector, will determine if the additional confidentiality provided by the CCB is warranted.

The CCB is charged with identifying and documenting incidents, conducting investigations, taking and collecting notes, archiving materials, and developing recommendations for addressing incidents. Based on the level and nature of an incident, the board may decide to enlist outside resources, including the assistance of an external investigator. The CCB will meet weekly or as necessary to review its work.

It is important to note that the School's major school rules and policies may be stricter than state and local laws, so that St. Paul's School may prevent inappropriate conduct.

Privacy

CCB members will strive to ensure privacy in the process of an investigation to the greatest extent feasible. Only the Rector, investigating members of the CCB, and others (e.g., legal counsel or an external investigative agency) as necessary, should be privy to the details of an investigation. In a debriefing of an incident, the names of the individuals should be disclosed only as needed. The CCB members shall sign a statement annually that affirms their commitment to privacy.

Reporting Incidents

Students, employees, and parents have multiple reporting methods, including taking concerns to any adult member of the community, and using SPS Cares, the online reporting mechanism on the School's website (www.sps.edu>living>spscares). The members of the CCB serve as an additional avenue for reporting community concerns.

The primary contact for incidents involving students is the dean of students. For incidents involving faculty, the Vice Rector for Faculty is the primary contact, and for incidents involving staff, the Human Resources Director is the primary contact. These primary contacts may ask other CCB members from the investigatory tier for assistance responding to incidents and investigations. Once a report is made to the CCB, the full board will determine:

- Whether the CCB will investigate the case or refer it to another SPS department for investigation, (i.e. dean of students, vice rector for faculty, or director of human resources) or an outside investigator;.
- What, if any, intermediary measures need to be in place to mitigate against further harassment and/or retaliation during the CCB process (including leaves of absence or administrative leave).

Any person who believes they have been hazed, harassed, discriminated against, assaulted, or bullied, who has witnessed such an incident, or who otherwise has relevant information about such an incident, should bring the matter immediately to the attention of an adviser, dean, member of the CCB, or to any trusted adult with whom the person is comfortable speaking.

Anyone who receives a complaint and is unsure of the appropriate channels for investigation should reach out to any member of the CCB, as defined above.

Any person who has experienced retaliation in violation of this policy or who knows of another person who has been retaliated against, is required to promptly report it.

A parent of a student who is the target of discrimination, harassment, hazing, or bullying, or of a student who has witnessed or otherwise has relevant information about such behaviors is strongly urged to promptly notify the dean of students or any CCB member. Furthermore, any parent who has directly witnessed discrimination, harassment, hazing, assault, or bullying or has relevant information concerning such an incident is strongly urged to promptly come forward to the dean of students or the CCB. A parent also should promptly report any incident of retaliation to the dean of students or the CCB.

Any employee of the School who witnesses or otherwise becomes aware of discrimination, harassment, hazing, bullying, or assault in violation of this policy or who becomes aware of retaliation is required to report it immediately to the dean of students or the CCB.

No person may make promises of confidentiality to students, parents, alumni or any other person who comes forward with an allegation of harassment, discrimination, hazing, bullying, assault, or retaliation. Employees may not make reports under this policy anonymously. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously.

While the School cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation and fulfill reporting obligations, the School only releases information concerning complaints of harassment, discrimination, hazing, bullying, assault, and retaliation on a need-to-know basis. The School will report all incidents of unlawful behavior to appropriate law enforcement officials, as required by law.

Investigative Process

Once contacted about a concern, the full board determines whether a CCB investigation is warranted and the appropriate mechanism for the investigation (dean of students, director of human resources vice rector for faculty, independent investigator, etc.).

If the full board determines that an investigation is not warranted, the full Board will refer the incident to the appropriate office/person for support and resolution (HR, dean of students office, etc).

Investigations will include but are not limited to interviews of those individuals directly involved in the incident and any potential witnesses, as well as the collection of any relevant documents and evidence. All members of the School community are expected to cooperate fully with any investigation under this policy.

When not contraindicated, the CCB will notify responding parties of the nature of the complaint and the initiation and completion of an investigation.

Upon completion of its investigation, the Tier One members of the CCB will present a summary of the investigation to the Tier Two members of the CCB. The Tier Two members will determine findings including whether any major school rules or policies have been violated. The Tier Two chairperson of the CCB will then present the findings to the Rector. The Rector may accept or reject the findings. If the Rector rejects the findings they will provide a written statement in support of the decision. If the Rector accepts the findings, they may either determine consequences, or refer the case to the CCB or to the Discipline Committee for recommendations for consequences.

An individual may appeal the outcome of the CCB investigation:

- *only* if new information becomes available that was not available at the time of the investigation
- and the information is sufficient to alter the outcome.

Documentation of the investigation and its outcome will be memorialized in Maxient, the School's electronic case management system.

The School and the CCB reserve the right to act promptly, and if necessary, unilaterally, to end harassment, discrimination, hazing, and bullying where such intervention is deemed to be warranted. Individuals who have been found to have engaged in harassment, discrimination, hazing, bullying, or assault will, in accordance with the procedures outlined above, be subject to remedial action or discipline, including dismissal/termination, or counseling, as appropriate. In addition, further action may be taken for any individual's failure to comply with the terms of any remedial action or discipline imposed.

Abuses of Process/Failure to Cooperate in an Investigation

Because allegations of discrimination, harassment, hazing, bullying, or assault are serious and can be damaging to accused persons' reputations, any person who knowingly, maliciously, or recklessly makes a false complaint will be subject to discipline. In addition, because candor and honesty are essential to the investigation and remediation process, candor and honesty are required of all participants, including those individuals who witnessed but did not engage in the conduct in question.

The withholding of material information in an investigation by complainants, witnesses, and/or the accused party is prohibited. Students and employees are expected to cooperate fully in an investigation conducted by the School; failure to demonstrate such cooperation will lead to a school response. Abuse of the process, including falsifying information, will result in discipline being imposed, up to and including dismissal/termination.

Records

As confidentiality allows, the CCB will inform individuals directly involved of the outcome of the investigation. Following disposition, all records of complaints will be retained by the CCB, the dean of students, the vice rector for faculty, or the director of human resources, as applicable. These records will be stored in a centralized case management system (Maxient), and will be accessible on a need-toknow basis only. A summary of the findings will be provided upon request from the reporting or responding party. For employees, these records will generally be kept apart from an employee's central personnel file. If disciplinary action has resulted from a complaint against the employee, pertinent documentation will become a part of the central personnel file.

APPENDIX 1: SAFETY ON THE GROUNDS

1.1 Safety Guidelines

Fire inspectors from the Concord Fire Prevention Bureau may inspect School buildings. To provide a safe environment for all, compliance with all regulations is required and will be ensured by room and building inspections by heads of house, and the School's fire marshal. Heads of house are responsible for the corrections of any fire safety violations found in their student houses.

Outdoor Fire Restrictions

No person shall kindle a fire anywhere on the School grounds without the written permission of campus safety and a permit issued by the Concord Fire Department. This requirement shall include, but is not limited to campfires, bonfires, outdoor fireplaces and chimneys.

Fire Evacuation Drills

Fire evacuation drills are regularly scheduled for student houses and academic buildings. When the fire alarm sounds, leave the building quickly through the nearest exit and assemble at the designated area. Heads of house will do a student house familiarization walk-through during the first week of school. This includes advising students on where to meet outside the house for attendance purposes and shelter locations in the event of inclement weather.

One announced house evacuation drill will be conducted during the first 30 days that school is in session. Future house and campus building drills will be unannounced and conducted with such frequency so as to ensure students' familiarity with their responsibilities. Times of the drills will vary.

Accidental alarms may be used as a substitute for scheduled evacuation drills if, in the opinion of responding Safety personnel and the Head of House, the evacuation was timely and a sufficient number of students were present to demonstrate familiarity with their responsibilities.

Upon any evidence of fire, activate the alarm pull station located by the exit, leave the building and go to the designated assembly area. Evacuation is mandatory by all building occupants upon the sounding of an alarm. School fire alarms are connected to the fire department that will respond to the alarm.

Under no circumstances, should the building be re-entered without authorization from fire or Safety personnel. The silencing of the building fire alarms by the fire department does not signal re-entry. Wait for specific permission from the Safety Department or the fire department.

If during an evacuation the presence of smoke or fire prevents you from exiting, consider another emergency exit or retreat back into your room. Close the door behind you, seal the bottom of the door with a towel, slightly open a window and hang a sheet or towel out the window to alert fire department personnel. Call 911 immediately and explain where you are and your situation.

In case of any critical campus emergency ALWAYS DIAL 911.

Outside Siren (EAN) and Other Emergency Communications

In addition to the traditional building fire alarm systems, St. Paul's School has installed and maintains a separate Emergency Alert & Notification (EAN) system to be used to alert the School community of dangerous conditions on the grounds. Unlike a fire alarm, when the EAN system is activated, all community members must seek shelter in the nearest school building and remain there until given additional official instructions. Conditions under which the EAN system may be used include but are not limited to, armed intruders, hazardous material spill or release, severe weather, flooding, etc.

The EAN system is composed of outdoor warning sirens and wireless indoor speakers located in various buildings across the grounds.

When the EAN is activated, the first thing you are likely to hear is the outdoor warning siren. Once the outdoor warning siren has sounded and additional in- formation becomes available, it will be distributed via text messages, email, in building speakers located in many school buildings, and computer pop up mes- sages on school networked computers. The School switchboard may also have information related to the emergency.

The outdoor siren will stop sounding after about three minutes from initial activation but this does not mean that the emergency has passed.

General Responsibilities during EAN Activation

When the outdoor sirens sound, all community members should immediately stop what they are doing and enter the nearest building. Once inside, adults should attempt to do the following:

- Gather unsupervised students into a room, closet, or space; and take charge of the group.
- Secure openings into the room by locking or barricading them.
- Turn off lights, quiet occupants, and silence cell phones.
- During an actual emergency, dial 911 to contact authorities when able.
- Never release occupants from a secured area until there is positive confirmation the issue is concluded.

In an actual emergency, you may be in your place of shelter for an extended period of time depending on the nature of the emergency. You must remain in your place of shelter until you are given specific instructions from either the School EAN system's prerecorded message or in person from a School official, Safety officer, or uniformed officer that it is safe to leave. Do not leave the building under any other conditions, even the sounding of the building fire alarm, unless you can actually see or smell smoke/fire. During a drill and only during a drill, the all-clear will be sent over the outdoor and indoor speakers and via electronic communication. No demonstration or drill of the EAN system will take place without advanced notice.

1.2 Student Safety Regulations for Residential Housing

General Regulations for Student Safety in Residential Housing

- Students may not change room occupancy by combining rooms, except in the case of adjoining singles with an interior door connecting the rooms.
- No smoking, no candles, and no open-flame devices are permitted in student rooms. Incense may not be burned. Natural cut Christmas trees and vegetation are prohibited.
- Know the location of fire exits, extinguishers, and pull stations in all School buildings.
- Fire doors should never be propped open, and hallways and exits must never be obstructed by any article which could hinder quick and easy exit from a room, passageway, or building. Combustible materials (paper, rags, trash, etc.) must not be piled or stored in any room or passageway.
- Tampering with fire and smoke alarms, other life safety devices to include Automated External Defibrillators or using fire extinguishers except for fire- fighting purposes are criminal offenses and will result in disciplinary action.
- Rooms, hallways, and common areas are to be kept uncluttered and clean. There must be a clear pathway and line of sight to the furthest part of any student room from the entry door.
- Bicycles must be kept in bike racks or storage rooms. Bicycles are not to be left or stored in student rooms, hallways, common rooms, or stairways.
- Nothing should be hung from, or over, fire sprinkler pipes, sprinkler heads, strobes, or any other fire safety device.

Electrical/Fixture Restrictions in Residential Houses and Student Rooms

- No halogen lamps or string lights are allowed in student rooms. Floor lamps with multiple goose-neck arms utilizing plastic shades are prohibited.
- Light bulb wattages used in lamps, etc. cannot exceed those recommended by the manufacturer. The use of compact fluorescent or LED bulbs in place of incandescent bulbs is strongly encouraged to save energy and to reduce the potential of fire.
- UL-approved power strips with circuit breakers must be used with multiple electrical devices and plugged directly into a wall outlet. One power strip per outlet is allowed. Multiple plug adapters are prohibited.
- Extension cords without integrated circuit breaker protection are prohibited.
- No electrical wiring should be spliced. Wiring must not be run under rugs or wall decorations or across passageways.
 Wires should be run around baseboards but not near heating elements; they must be taped, never tacked or stapled. They must not be looped around metal fixtures, pipes, or beds.

- Immersion heaters, hot plates, coffee pots (including Keurigtype coffee machines), microwaves, refrigerators, electric blankets, sun lamps, space heaters, and other appliances are forbidden in student rooms.
- Hanging electric paper lanterns are prohibited.
- Gaming consoles and other personal networked devices are permitted as long as they *do not* violate the School's appropriate use policy and can securely connect to the schools enterprise Wi-Fi network. The information Technology group at St. Paul's School will work with students to get connected, but cannot guarantee every device/vendor will be supported.
- Students may request that the school consider permitting currently blocked games and applications across the School's network. SPS IT will evaluate these requests on an individual basis but students should be aware that appropriate use, Dean of Students Internet restrictions, and campus network security always takes precedence when considering any exceptions.

Furniture/Decorating Restrictions

No additional furniture, other than an office-style desk chair, may be brought into student rooms.

- No fabric or synthetic materials including flags, kites, uniform jerseys, hats and banners of any kind may be attached to walls or ceilings unless encased in a glass frame or case. Curtains and draperies are prohibited.
- Flammable material, including posters, banners, and other decorations must not be hung on the outside surface of any student room door or in house corridors.
- Posters must be secured flat to walls. The number of posters are not to be excessive and may not exceed 30 percent of available square footage of the room's walls. Posters cannot overlap or be continuous but shall maintain adequate spacing between other posters.
- Under no circumstances may mattresses be placed on floors. Students may only use School provided beds. Only mattresses that have been certified and labeled to have passed both the California Technical Bulletin 129 (2002), Flammability Test Procedure for Mattresses for use in Public Buildings and Boston Fire Department IX-11 (1983), Regulations for Mattresses and Box Springs used in Hotels and University Dormitories, are to be used in School dormitories. School-issued mattresses have passed both tests. Lofts are only permitted when assembled by SPS Facilities personnel.
- Bookcases and dressers must be placed against a wall away from room exit. There must be a clear line of sight to the furthest part of any student room from the entry door. The use of any object(s) as an improvised partition is prohibited in a student room.
- Metal or fire-rated plastic wastebaskets must be used.

1.3 Safety on the Grounds

Outdoor Water Activities

The streams and ponds at St. Paul's are among its most beautiful natural assets, and we encourage students to enjoy these resources safely. While we cannot monitor outdoor water activities, we strongly discourage any student from engaging in any form of outdoor water activity unless they have passed a swim test. Water activities should occur only during daylight hours and with at least one other person — it is unsafe to swim or boat alone.

- The School strongly recommends that all students pass their swim test administered at the Ma Indoor Pool prior to engaging in outdoor water activities. Due to the nature of outdoor swimming, however, it is not possible for the School to ensure that students have passed their swim test prior to swimming outdoors.
- Outdoor water activities are permitted at only three designated spots on campus: the boat docks on Turkey Pond, the Lower School docks, and the shore area adjacent to the Gordon Rink. The water is a minimum of six feet deep off both docks and no lifeguards are present.
- Boating with personally owned vessels, including but not limited to a canoe, kayak or inflatable raft, is allowed on the Lower School Pond and Turkey Pond as long as it does not interfere with crew. Life jackets or Personal Flotation Devices (PFDs) must be present for each person in a personally owned vessel. Each PFD must be in good condition, be the proper size for the intended wearer, and most importantly, be readily available. Students may bring their own vessel, but it must be registered with the dean of students office. Vessels may be stored in the boathouse but the School takes no responsibility for loss or damage to student property.
- Swimming takes place in the designated spots described above without any adult supervision.
- There are no lifeguards on duty which means students swim at their own risk.
- No swimming takes place unless the Dean of Students office has communicated outdoor swimming is "open."
- No swimming alone.
- No swimming after dusk.
- No jumping off bridges or other structures.
- No "ponding" or otherwise forcing a person into the water.
- No swimming if thunder is audible or lightning has been observed.

The School maintains two dams within the waterways. Swimming in the immediate vicinity of either dam is very dangerous and strictly prohibited. Any violation will be reported to the dean of students office. Refer to the Athletics Section for information regarding indoor swimming. It is critical that students and parents be aware when considering whether to swim outdoors or engage in boating activities as described below that there are no lifeguards on duty at the designated outdoor swim areas and no adult supervision. While the School sets the following rules regarding outdoor swimming/boating activities and violations of these rules will result in disciplinary action, an SPS adult will not pre-approve a student's decision to swim outdoors and cannot monitor in real-time if a student takes advantage of this opportunity. This means the ultimate responsibility of whether a student decides to swim in the designated outdoor swim areas rests with the custodial parent(s)/guardian. The custodial parent(s)/ guardian must communicate their wishes to the student and take full responsibility that they honor this decision.

Parents should understand and are asked to acknowledge, in the dean of student's swimming consent form, at the start of the school year that they accept full responsibility if their child decides to participate in the outdoor swim activities described above.

Drones and Hover boards

The use and/or storage of hover boards, whether inside or outside school buildings, is prohibited at St. Paul's School. Additionally, the recreational use of drones, or Unmanned Aircraft System (UAS) is prohibited on school grounds. The educational use of drones during a class, and supervised by a faculty member, is permitted while following current safety guidelines outlined by the Federal Aviation Association.

Bicycles, Skateboards, etc.

The School requires all students to wear helmets regardless of age while riding a bicycle, unicycle, skateboard, scooter, or inline skates, etc. We require safe and reasonable use, particularly in areas near public streets. Students are required to stay on defined campus paths and roadways (and off the grass). No scooters, skateboards, or in-line skates may be used inside School buildings, on any steps, ramps, benches, or railings. Students are expected to lock bicycles when not in use, and to obey all rules of the road, including the use of proper lighting and reflectors at night.

Students are encouraged to register their bicycles with the Safety Department in case they are lost or stolen. Students can do so by signing in to the Millville Community Portal, selecting Apps, then Bicycle Registration, and filling out the required fields. Once the form has been completed, the student will receive a registration sticker to affix to their bicycle via school mail.

Weapons Policy

"Firearms" are defined as any gun, shotgun, rifle, pistol, or handgun designed to fire bullets, BBs, pellets, paint balls, shot, or any projectile, regardless of the propellant used. "Other weapons" are defined as any instrument that can be utilized to inflict or threaten bodily injury. These include, but are not limited to, any knives with fixed blades, pocket knives with blades longer than 1 inch, swords, metal knuckles, blackjacks, bows and arrows, crossbows, blowguns, martial arts weapons or any explosive or incendiary device.

Prohibited Activities

The following activities are strictly prohibited on all property owned or operated by St. Paul's School and at all School-sanctioned events and trips:

- the unauthorized use, possession, or storage of firearms, weapons, fireworks, and explosives; this includes the storage of such items in vehicles parked on property owned or operated by the School
- the unauthorized possession or use of realistic replicas of weapons
- the unauthorized possession or use of hazardous chemicals that could pose a health risk; this includes chemicals that, when combined with other sub- stances, could be hazardous or present a danger to others.

Exceptions to the Weapons Policy

This policy does not apply to the following:

- law enforcement officials duly authorized to carry such weapons on-campus theatrical productions requiring props, provided these props are properly secured when not in use and are used under the guidance of a School faculty or staff member
- military drills, honor guards, and color guards utilizing facsimile weapons historical displays
- a starter pistol used for athletic events, properly stored when not in use and used by a game official or school faculty or staff member
- individuals licensed to possess, discharge, or display fireworks when providing these services for approved School events
- individuals licensed to possess, discharge, or use explosives when providing these services for approved School construction projects
- the separate storage of personal firearms and ammunition by adult community members residing in school housing, pursuant to the Firearms Storage Authorization policy
- normal kitchen utensils and cleaning supplies when appropriately used.

Vehicles

Students may not keep or drive an automobile in Concord or its vicinity while School is in session. Students living locally may not drive on the School grounds or transport any St. Paul's students. Students may ride with their parents, authorized SPS drivers as determined by the School, or any licensed driver approved by their parents.

Vehicles and Safety

Students are not permitted to have or to operate any motorized vehicles, including cars, motorcycles, mopeds, or motorized scooters while they are at school. A student may use public transportation or a car / ride share / taxi service, but must always sign out in advance of leaving SPS and only use the approved drop off and pick up location in front of the AFC.

Pedestrian Safety

Although students can walk to all campus locations, the school property is bisected by Dunbarton Road. Students should take special care in crossing Dunbarton Road and all streets on the grounds and should always use marked pedestrian lights and crosswalks. When walking at night, students are advised to use only pathways with lighting and to avoid walking alone in dark areas. Any student who is alone and feels unsafe walking on campus at night should request a ride from the School's Safety Department.

1.4 AHERA Notification

St. Paul's has been inspected for the presence of asbestos-containing material (ACBM) in accordance with the Environmental Protection Agency's Regulation 40 CFR Part 763. ACBM is present in several of the School buildings and is being managed safely in accordance with State and Federal standards. These materials are monitored every six months until they have been removed from the buildings. Inspection Reports for each building and the Management Plan are available for review during normal business hours at the Facilities Operations office located at 58 Dunbarton Road. This information is also available electronically via the St. Paul's School intranet — SPS Policies & Procedures. If you have any questions or need assistance, please contact the School's Asbestos Program Manager at the Facilities Operations office, telephone number 603-229-4602 or by dialing extension 4602 from any School phone.

APPENDIX 2: MANDATORY REPORTING

2.1 NH Anti-Hazing Law/Safe School Zone Reporting

St. Paul's School Reporting Expectations and New Hampshire Mandated Reporting Laws

Given our institutional commitment to the well-being of our students and the overall health of our community, any behavior which potentially endangers members of our community is of serious concern. The expectation of St. Paul's School is that all students, faculty, and staff will address any and all behaviors that are not in keeping with our School mission to model and teach "respect for self and others; for one's spiritual, physical, and emotional well-being." Behaviors that might qualify as harassing, discriminatory, hazing, bullying, or retaliatory should be reported immediately to the dean of students, either directly or through another adult on campus.

In addition to the internal reporting referenced above, there are external reporting laws designed to ensure the health and safety of children in the State of New Hampshire. These laws require schools to monitor and report legally prohibited conduct to outside authorities. Depending on the behavior in question, the reports are made to the Department of Children, Youth and Family Services (DCYF), the police, or both. Generally speaking, the dean of students makes the reports on behalf of St. Paul's School, but a broad spectrum of individuals are deemed "mandatory reporters" under the various laws, including the School physician, nurses, and counselors.

There are three reporting laws that most frequently affect St. Paul's School. These laws relate to:

- child abuse;
- · hazing; and
- criminal acts in a safe school zone (including illegal possession or sale of a controlled drug and non-consensual sex).

A review of these laws reveals that they share some common elements, but that there are also differences between them. In all potentially reportable cases, St. Paul's School carefully reviews the circumstances to ensure that our students are well cared for and that we are meeting the mandate of the law. What follows is a brief explication of these three key reporting laws and their applicability to the specific context of St. Paul's School. Please note that the following is a summary of the laws and not a legal analysis.

Child Abuse and Neglect Reports

In the case of suspected or actual child abuse, "all persons" who have "reason to suspect" that a child has been abused or neglected are mandated to immediately report that knowledge. At St. Paul's, community members who have knowledge of or suspect such abuse are required to report this information to either the dean of students, the School physician, or a Clark House counselor. The dean of students or Clark House will make the report to the Department of Children, Youth, and Family Services. Failure to report is a misdemeanor.

Hazing Reports

In the case of hazing or potential hazing, students who have knowingly submitted to hazing, been present at, or who have direct knowledge of hazing are mandated to report that information. Similarly, as a member of an educational organization, any adult member of the St. Paul's community must also report any knowledge of hazing or suspected hazing. Officers and members in any student organization, team, or group are also responsible for making sure that hazing does not happen. At St. Paul's, these reports should be made to the dean of students, who will make the report to the Concord Police Department. Failure to report is a misdemeanor.

Safe School Zone Reports

Under the terms of the Safe School Zone laws, the School is required to report a number of legally prohibited behaviors. Any School employee who has witnessed or who has information from the victim of an act of theft, destruction, or violence in a safe school zone must report it in writing immediately to their supervisor. A supervisor must then report the incident to the Dean of Students or the Rector, who is required by law to immediately report it to the local police. In addition, if the alleged victim is a student, the Dean of Students or Rector must immediately notify the person responsible for the victim's welfare that a report was made to the local law enforcement authority. In some cases, a report to the Department of Children, Youth, and Family Services is also required. A "safe school zone" is an area inclusive of any school property or school buses.

The definition of an 'act of theft, destruction or violence" is broad and includes:

- Murder or manslaughter
- First or second degree assault
- Simple Assault (St. Paul's reports all incidents of Simple Assault)
- Aggravated felonious sexual assault, felonious sexual assault, or sexual assault
- Kidnapping
- Endangering the welfare of a child
- Indecent exposure and lewdness for the purpose of sexual gratification or arousal
- · Prostitution and related offenses
- Possession, distribution or manufacture of child sexual abuse images
- Computer pornography
- Prohibited uses of computer services related to online solicitation or enticement of a child
- · Obscene matter offenses related to a child
- Criminal mischief
- Unlawful possession or sale of a firearm or other dangerous weapon

- Arson
- Burglary
- Robbery
- Theft (any theft in excess of \$300 will be reported to the police)
- Illegal possession or sale of a controlled drug
- Criminal Threatening

Knowing failure to report as required under the Safe School Zone Law is a violation.

Under the terms of the law, when the School makes a report, we must provide the date and time of the incident, name(s) of individual(s) involved, names and addresses of witnesses, and actions taken by the School. At St. Paul's School, these reports are normally made by the Dean of Students, but also can be made by Clark House personnel or the Director of the Safety Department.

Once the report is made, the Concord Police Department's response will depend upon a number of factors, including but not limited to the age of the student(s) involved and the nature of the specific crime.

Illegal Possession or Sale of a Controlled Drug

Students 16 or younger who are found to be in illegal possession of or involved in the sale of a controlled drug should expect to be petitioned to Juvenile Court. If you are found to be in possession of or involved in the sale of a controlled drug and you are 17 or older, you are considered an adult, and should therefore expect to face arrest and prosecution in the criminal courts.

Students should also be aware that if, in the context of a non-disciplinary response to drug use (i.e., Sanctuary), the School comes into possession of a controlled drug, the School is required to make a report to the police. The student(s) involved would not face internal disciplinary consequences but could face external legal consequences.

New Hampshire Statutory Rape Laws

When a child under the age of 16 is involved in voluntary and welcome sexual relations, we do not refer to the activity as "consensual" because in New Hampshire children under the age of 16 cannot legally consent to sexual relations. In those circumstances, the conduct is often referred to as "statutory rape," a colloquial term for the laws that treat such activity as criminal. The statutory term is "sexual assault." In New Hampshire, there are different degrees of criminal responsibility for so- called "statutory rape." It should be noted that any sexual activity with a child under the age of 13 is a felony. This summary focuses on voluntary and welcome sexual activity with a child age 13-15. (Sexual activity which is forced, coerced, or involves incapacity is a felony and is not considered "statutory rape".) The level of criminal responsibility and corresponding penalties vary depending on the age differential between the parties involved and the type of activity. (The age differentials are sometimes referred to as "Romeo and Juliet" or "close in age" provisions.)

"Sexual Contact" With a Child Age 13–15

"Sexual contact" means the intentional touching whether directly, through clothing, or otherwise, of the victim's or actor's sexual or intimate parts, for the purpose of sexual arousal or gratification.

Age differential:

- If less than 5 years, sexual contact is not criminal
- If 5 years or more, sexual contact is a misdemeanor.

"Sexual Penetration" with a child age 13–15

"Sexual penetration" means sexual intercourse, oral or anal sex, or any other act of sexual intrusion.

Age differential:

- If less than 4 years, sexual penetration is a misdemeanor.
- If 4 years or more, sexual penetration is a felony

Summary of Key Reporting Statutes in New Hampshire

This "Summary of the Key Reporting Statutes" outlines who the mandated reporters are for each law, what triggers a report, the terms of "discharging the duty" to report, the terms of protections for those making the reports, and the penalty for failing to comply with the law.

Child Abuse Reports (RSA 169-C:29)

- Mandated Reporters: Any person.
- **Reporting Trigger:** "Reason to suspect" that child has been abused or neglected.
- **Discharging the Duty:** Report orally "immediately" to the Department of Children and Youth Services (DCYF); followed by a written report within 48 hours, if requested.
- **Protection for Reporting:** "Good faith" reports are "immune from any liability, civil or criminal."
- Penalty for Non-Compliance: Failing to report is a misdemeanor.

Hazing Reports (RSA 631:7)

- Mandated Reporters: Public or private high school or college students, others, any public or private high school or college, or any related organization.
- **Reporting Triggers:** For students, knowingly submitting to hazing. For students or others, being present at, or having "direct knowledge" of, hazing. For an educational or related organization, having "knowledge" of hazing.
- **Discharging the Duty:** Students and others must report to law enforcement or educational institution authorities. Educational institutions or related organizations must report to law enforcement authorities.
- Protection for Reporting: None.
- Penalty for Non-Compliance: Failing to report is a misdemeanor.

Safe School Zone Reports (RSA 193-D:4)

- Mandated Reporters: Any public or private elementary or secondary "school employee."
- Reporting Triggers: Witnessing a listed crime of theft, destruction or violence in a safe school zone, or having information from a victim of a listed crime in a safe school zone.
- Discharging the Duty: The employee must provide a written report "immediately" to a supervisor. The supervisor must "immediately" forward the information to the "school principal" who must "immediately" notify the local police verbally and in writing within 48 hours. If the alleged victim is a student, the principal must also "immediately" notify the student's parents of the report.
- Protection for Reporting: Good faith reports are "not...subject to liability."
- Penalty for Non-Compliance: Failure to report is a violation.

Illegal Sale or Possession of a Controlled Drug (RSA 318-B)

(Safe School Zone Report)

- Mandated Reporters: Any public or private elementary or secondary "school employee."
- Reporting Triggers: Witnessing or having information about the possession or sale of an illegal controlled drug in a safe school zone
- Protection for Reporting: Good faith reports are "not...subject to liability."
- Penalty for Non-Compliance: Failure to report is a violation

Non-Consensual Sex (RSA 632-A)

(Safe School Zone Report)

- Mandated Reporters: Any public or private elementary or secondary "school employee."
- Reporting Triggers: Witnessing or having information from a victim of sexual assault (RSA 632-A:4), felonious sexual assault (RSA 632-A:3), aggravated felonious sexual assault (RSA 632-A:2) in a safe school zone. Under circumstances as defined in RSA 632-A and as noted above, sexual penetration with someone 13 to 15 years old is criminal and is subject to prosecution at the discretion of the police and will be reported by the school when required under the law. In addition, some forms of sexual contact with someone 13 to 15 may be criminal depending on the circumstances and the age differential between the actor and the other person involved, and may be subject to prosecution in the discretion of the police and will be reported by the school when required under the law. The school will also report such conduct to DCYF under the child protection act as required.
- Protection for Reporting: Good faith reports are "not...subject to liability."
- Penalty for Non-Compliance: Failure to report is a violation.

2.2 SPS Cares: Care, Awareness, Response, and Support

St. Paul's School is committed to creating and maintaining an environment in which students, faculty, and staff can live and work together in a community free of harassment, discrimination, bullying, and other conduct antithetical to our standards and values. We recognize that these serious offenses, when they occur, often have a profound impact on individuals and the greater SPS community. Such conduct interferes with the core mission of St. Paul's School by harming individuals and community, diminishing access to education, and impeding relationships among students, faculty, and staff. As outlined in this handbook, as well as the faculty and staff handbooks, the School will not tolerate such misconduct.

However, no community is immune to unhealthy, unkind, and dishonorable behaviors. It is essential that we recognize their presence and work to eliminate and prevent them. We live with one another to learn from each other, even when the conversations are difficult and the learning is challenging. The School recognizes that community members are accountable for actions that do not meet the highest standards of care for one another. Accountability facilitates individual growth, maintains standards of conduct, and strengthens community values. Cultivating a healthy school culture requires diligence and a continuing commitment to improvement.

The School recognizes that sharing a harmful experience can be traumatic and has identified a myriad of community resources to prioritize your safety and well-being. For the safety of the student and community, any disclosure received or offered here will be evaluated to determine if it is reportable under New Hampshire statutes or through other memorandum or agreement. Any communications will be handled in a private manner and consistent with the obligations of all New Hampshire residents to report abuse or neglect. Individuals with additional questions are encouraged to contact Dr. Theresa Ferns at 603-229-4815 or tferns@sps.edu.

The Decision Tree is a confidential, informational tool designed to assist individuals in accessing available resources and support.

The automated reporting options available on the website give community members an opportunity to share important information directly with the School. This is an internal reporting system that is not monitored 24/7. This tool is intended to address concerns in a safe, timely, and supportive manner, with the goal of connecting individuals to the resources they need. Affected individuals may also make a report to any of the community resources listed below:

Anonymous Reporting: St. Paul's School is committed to providing a safe, timely, and supportive response to all reports. This often requires follow up with those directly impacted by the behavior. Anonymous reports are accepted, though the School's ability to respond may be severely limited.

APPENDIX 3: CLARK HOUSE HEALTH CENTER

3.1 Communicable Diseases

St. Paul's School is committed to providing a safe and effective educational and working environment for its students, employees and visitors. Consistent with this commitment is the policy to educate the community about how to prevent and control the spread of communicable diseases. St. Paul's School will comply with all federal and state laws concerning the prevention and control of communicable diseases. In addition, it will abide by rules issued by the New England Preparatory School Athletic Council (NEPSAC) for the control of communicable diseases in athletic competition.

The School provides education about communicable diseases to its students and employees on the nature of disease transmission and prevention through the Living in Community program, OSHA training, and informally through literature and postings. A list of communicable diseases reportable to the State of NH Bureau of Communicable Disease Control is available through Clark House. The Medical Director at Clark House will make a determination about the communicability of an infection and will make recommendations about isolation, precautions, and control measures to be implemented by St. Paul's School. Any incidence of a reportable communicable Diseases Control by the Medical Director. If a student for medical or religious reasons has opted out of state mandated immunizations, the School reserves the right to send that child home during an outbreak of an immunization preventable illness.

*According to RSA § 141-C:2, " 'Communicable disease' means illness due to a micro-organism, virus, infectious substance, biological product that may be engineered as a result of biotechnology, or any naturally occurring or bio-engineered component of any such microorganism, virus, infectious substance, or biological product, which may be transmitted directly or indirectly to any person from an infected person, animal or arthropod (including insecta or arachnida) or through the vehicle of an intermediate host, vector, or inanimate environment."

3.2 Self-Destructive Behavior

It is the policy of St. Paul's School to maintain a safe learning and living environment for its students, staff, and faculty. Since selfdestructive behavior is a threat to the School's ability to maintain a safe environment, it is the policy of the School to respond to all such behavior by students. For the purposes of this policy, selfdestructive behavior is defined as behavior that may include, but is not limited to, the following:

- an inability to control one's own actions; or
- bodily harm to oneself, including the overdose of drugs or any other suicide attempt/threat/gesture.

When a determination has been made that a student has engaged in self-destructive behavior, the student will be placed on a shortterm or extended health leave in accordance with the School Health Leave Policy. If a student is found to be in a situation where they are in danger of harming self or others, Clark House will immediately contact SPS Safety, the Medical Director, the Dean on Duty and/or the Concord Police Department as appropriate. Clark House personnel are not authorized to use physical or chemical restraints at any time.

3.3 Life-Threatening Situations

Students, faculty, or staff witnessing or coming upon a life-threatening situation should call 911 immediately and then notify the Health Center (4850) and School Safety (4646). Students should always attempt to contact an adult for assistance when possible. Examples of life-threatening situations include:

- Acute respiratory distress
- Severe bleeding
- Shock/anaphylactic reaction
- Cardiac distress
- Burns serious/extensive
- · Poisoning
- Unconsciousness
- Injury involving large bones/severe head/neck trauma/paralysis
- natural or other disasters

3.4 Concussions

The understanding, definition and management of concussions have significantly changed over the past decade to encompass a wider range of injuries that may or may not be the result of a direct blow to the head. What used to be thought of as a simple "ding" may now be considered a concussion depending on associated symptoms. Because of a growing body of evidence to suggest that the pediatric/adolescent population 1) is more vulnerable to concussion, 2) may require a longer period of recovery, and 3) may suffer more long term consequences, these guidelines for aggressive management of concussions were developed for the students of St. Paul's School. Much of the information obtained for this protocol comes directly from the NH State Advisory Council on Sport-Related Concussion and the Consensus statement on concussion in sport, the 5th international conference on concussion in sport held in Berlin, October 2016 (The Berlin Consensus Statement, 2016). This St. Paul's School concussion paper is meant to be a management guideline only, realizing that each injury is unique, requiring a different evaluation and treatment plan for each student. It is a basic set of guidelines for the students at St. Paul's School and will encompass diagnosis, treatment and return to learn and play guidelines.

All new St. Paul's School students will be required to take a baseline ImPact neurocognitive test, to be repeated every 1.5- 2 years. These tests will be reviewed by the Medical Director and those felt to be aberrant will be repeated. The reason for the baseline test is to have a comparison score in the event a student is injured and a concussion is suspected. Educational materials will be provided to students and coaches, defining concussions and discussing the importance of good post-concussion management. Parents of students will be provided with concussion-related information as well as highlights of the School's concussion-management guidelines. If a head injury is suspected during a sports event, the Medical Director or Athletic Trainer will perform a sideline evaluation. If a concussion is suspected, the student will not be allowed to return to play that day, regardless of the amount of time symptoms lasted. The student will then be sent to the health center for further evaluation; "When in doubt, sit them out". In a situation where a student is injured off the field, they will be directed or taken to the health center where a nurse will perform an evaluation and consult with the Medical Director. If after the injury, a student's symptoms persist, they may be asked to stay for a night or two at the health center for physical and cognitive rest as this has been shown to be beneficial with concussion recovery. A medical history and exam will take place while the student is at the health center and if a diagnosis of concussion is still uncertain, an ImPact test will be performed and used as another tool to assist with the diagnosis. An ImPact test is never used in isolation to make the diagnosis of concussion. In situations where a student suffers a significant head injury with post concussive vomiting, worsening headache or declining neurologic symptoms, an Emergency Room evaluation and/ or CT scan will be ordered.

It is important to understand that a concussion caused by a "big hit" may cause symptoms that last for a shorter duration than symptoms caused by a seemingly mild hit. Concussions are very individualized and each student may experience various degrees of symptoms, have different durations of recovery and suffer unique side effects and as such, accommodations during recovery are tailored to the individual. Typically a student who has suffered a concussion will get placed on "no sports" and will be granted temporary academic accommodations that will be communicated with the student's teachers through the Director of Academic Support. All teachers are educated on our Return to Learn Protocol and are given a flyer of the protocol to post in their classroom for reference. As the student progresses through recovery, the incremental changes in recovery that translate to improving levels on the Return to Learn Protocol will be communicated with teachers. Once the student has progressed through the protocol and is fully participating in classes, the temporary academic accommodations will be removed and they will be directed to start their Return to Play Protocol, which will prepare them to return to sports.

3.5 Eating Disorders

At St. Paul's School we seek to foster the emotional and physical well-being of students. In keeping with this ideal, we realize the intense need students may have for support and education around the topics of nutrition, weight, body image, disordered eating, food preoccupation, and excessive exercise.

Eating disorders are serious and life-threatening medical and mental health conditions. Eating disorders are common, affecting adolescents with increasing frequency. The good news is that eating disorders can be treatable. Anorexia nervosa, bulimia nervosa, binge eating disorders, ruminating disorders, avoidant/restrictive food intake disorders, and other specified and unspecified eating disorders are all types of eating disorders that typically develop during adolescence and adulthood. Eating disorders affect all races, socioeconomic strata, genders. Females account for the overwhelming majority of cases of anorexia nervosa, however the prevalence of eating disorders in those who identify as males approaches 10 percent. To address these issues, St. Paul's School, through Clark House, has developed a support and intervention system for students who may be suffering from disordered eating patterns, over exercising patterns, and diagnosed eating disorders. The goal is not only to evaluate students with eating disorders but also to enhance prevention of these disorders through education and community support. Our guidelines are gleaned from a variety of professional sources which include the American Academy of Pediatrics and the American Academy of Family Practice. Input from outside sources act as reference material for St. Paul's School as we navigate the spectrum and complexities of eating disorders.

Confidentiality is an integral part of all health services at St. Paul's School. It is important for students to trust that they can be authentic and honest in discussing their medical and mental health related issues with health center staff without fear that their information will be shared with others outside the health center. There are, however, exceptions to the requirement to maintain confidentiality which we are obligated to address. See the Clark House policy on Confidentiality of Health-Related Information. For example, if the information disclosed falls within the framework of New Hampshire Reporting Laws, the Health Center professions must report the concern to the New Hampshire Division for Children, Youth and Families. If a school official reasonably believes that the student is exhibiting unhealthy behavior, that the student is currently presenting or is likely to present an immediate or long term threat to themselves or others, or is unreasonably disruptive to the campus community, there may be an obligation to disclose some or all of the information provided to other members of the SPS community. When a school official has information which reasonably suggests that a student's behavior falls within one of these exceptions, the dean of students (or their designee) will be brought into our discussions and consulted after which further disclosures may be deemed necessary. In certain situations, disclosure may be necessary prior to such consultation.

If we discover (either through self-disclosure, community concerns or in the context of counseling or medical evaluations), that a student is calorie restricting, losing a concerning amount of weight, exercising too much, has self-induced vomiting, or has a pattern of eating that raises concerns, the student will be evaluated at Clark House by a counselor, medical provider and registered dietitian. If the student is deemed medically stable by the medical team, they can return to the SPS community with specific treatment plans and nutrition goals will be set, and in most instances, the student will be given a period of time to demonstrate improvement as determined by members of the health professional team. If it is immediately evident that the student is medically unstable (criteria described below) then the medical team may recommend immediate medical attention and services. If the student does not follow the recommended goals or the level of concerns warrants further specialty evaluation, we will require that the student be evaluated by an eating disorder specialist, at a local eating disorder clinic or by facility that is agreed upon by the family and Clark House professionals.

It is the School's expectation that when a student is identified by the health professionals as having a disordered eating pattern, restrictive caloric intake or over exercising, that the student will actively engage in and follow the therapeutic plan outlined by the health center. The plan may include all or parts of mental health counseling, nutritional counseling and medical evaluation and follow up.

If the student does not follow or engage in the plan set forth by the health center, misses appointments with the treatment team, is not forthcoming and truthful with information and/or avoids therapy, the student will need to take a medical leave from the School and receive treatment elsewhere until it is determined by the School that the student is ready to return, the terms of which will be set forth by the School during the medical leave in consultation with the eating disorder clinic. If the School determines that the student's current situation falls outside the scope of care that Clark House can effectively provide, the student will be required to take a medical leave from school. If the student, in the opinion of the Medical Director and/or Director of Counseling Services, or a treating physician, exhibits a significant decline in emotional or physical health at any time, the student may be required to take a medical leave prior to the term's completion.

We have worked with several eating disorder facilities within driving distance of campus. Referrals to these organizations can be facilitated through Clark House, or families can decide to choose their own. In either case, it is always necessary for Clark House to communicate with any professional or facility where the student is being evaluated.

Once the student is evaluated by a licensed eating disorder specialist or eating dis- order clinic, the written evaluation must be shared with the Medical Director or the Director of Counseling Services who will then make recommendations for further treatment. If care beyond what the School can reasonably provide is recommended, a Health Leave will be necessary. A return from health leave will be predicated upon satisfactory adherence to all guidelines as set by the eating disorder specialist.

3.6 Management of Student Medications

Appropriate management of medication is required by New Hampshire Code of Administrative Rules He-P 816. The Medical Director and/or nursing staff at Clark House will store, administer, and/or oversee the use of all medications by students.

Clark House must be notified of all medications that a student is taking, including prescribed, over-the counter, herbal, dietary supplements, vitamins, minerals, performance enhancers or other medications. All medications, supplements, etc. must be provided in original packaging.

All prescription medications dispensed from Clark House must be packaged in a blister or bubble pack that shows the medication count. If you are filling a prescription, please ask your local pharmacy to package it in this way. You will also need to obtain an empty labeled bottle (travel bottle) from the pharmacy for each medication. If your local pharmacy is unable to package the medication in this manner, you may ask your provider to send the prescription directly to the Prescription Center, our local pharmacy, at 125 North Main Street, Concord, N.H. (Phone: 800 870-7063; Fax: 603 224 5361). Any student who takes prescribed medications to treat a psychological or learning-related disorder shall receive counseling or supervision as deemed appropriate by the Medical Director or counseling services. All procedures for managing and distributing medication(s) will follow federal and state laws. Prescription, nonprescription and nutritional supplements may not be mailed directly to students, but must be mailed or delivered directly to Clark House.

Parent Disclosure and Releases

As a condition of enrollment, parents and students are required to disclose to medical personnel at Clark House any and all medications used by the student. Parents and students must also advise Clark House medical personnel of any changes in the student's medications, including dosage. All medication records will be maintained at Clark House.

Distribution

All opiate, stimulant, and other ADHD medications as well as psychotropic medications for depression/anxiety and other mental health illnesses cannot be stored in a student's room and must be housed and administered on a dose-by-dose basis by authorized personnel at Clark House. Clark House personnel recognize that there are some emergency situations when a student might need to carry medication. On occasion, the Medical Director can also authorize distribution of one to two doses of the above medications for nighttime use as described in the text that follows. No St. Paul's faculty or staff member may be given the responsibility/ authorization to administer prescribed medications to any student on campus.

When off grounds on a School-sponsored trip where a chaperone is present, or when on grounds when School is not in session and the health center is closed, a chaperone who has had proper training in medication administration will be allowed to hold and securely store a student's opiate, psychotropic or stimulant medication. The medication will be provided to the student by the chaperone as indicated on the Medication Administration Record (MAR). The chaperone will document on the MAR whether the student took the medication (directly ob- served) or refused it. At the end of the trip, the chaperone will give the remaining medication to the student if school is not in session or return it to Clark House if the student is returning to campus. All MARs will be returned to Clark House by the chaperone. All students are required to return medications from travel, holidays and vacations to Clark House within 24 hours of returning to campus.

Failure to follow this policy may result in a disciplinary response, which may include, but is not limited to, dismissal from the School. The Medical Director will be notified of any failure to return narcotic/ opiate, psychotropic or stimulant medications to Clark House. To ensure the School's medication policy is understood, students and parents of students taking any opiate, psychotropic or stimulant medications must sign the St. Paul's School Medication Compliance Policy agreement form. While Clark House will work with students to manage their medications, students cannot be forced to take their prescribed medications nor will Clark House notify students and their parents of any missed medication. It is expected that St. Paul's School students will be able to self-manage their medication compliance. Ultimately, the responsibility to take medication lies with the student and the student's family.

The following is a description of the various medications subject to this policy and description of the requirements pertaining to them.

Non-Prescription Medications

Students taking non-prescription medications, dietary supplements, vitamins or herbal remedies must inform the medical staff about these medications, dietary supplements, vitamins or herbal remedies and the dosage. Examples include, but are not limited to, acetaminophen, ibuprofen, cough syrups, and decongestants. Students may store and self-administer these medications with parental permission.

Topical Prescribed Medications and Certain Oral Prescribed Medications

Some topically applied creams for the treatment of acne and/or dermatitis as well as oral antibiotics, oral medications for the treatment of allergies, oral contraceptives and other medications that are not opiate, psychotropic or stimulant medications, may be kept in a student's room with parental permission and, with the authorization from the Medical Director, the student may self-administer. Examples include, but are not limited to: Differin cream, Minocycline, Accutane, Claritin, Allegra, Zyrtec, birth control pills, Bactrim, Penicillin, Zithromax, Synthroid, and Metformin.

Emergency Medications

Emergency medications are those which a student needs to carry at all times. Examples include, but are not limited to, asthma inhalers, epinephrine auto- injectors, and insulin. Students will be allowed to carry such medication with permission of the parent and authorization from the Medical Director. By signing the Acknowledgment Regarding Medication consent, parents and/or legal guardians give St. Paul's School and its designees the authority to administer emergency medications, like Epi-Pens for suspected severe allergic reactions, nebulized bronchodilators for asthma attacks, or naloxone for suspected opiate overdose.

Opiate, Stimulant and Psychotropic Medications

These medications MUST be housed and administered by authorized Clark House medical staff on a dose-by-dose basis. Students will not be allowed to keep a sup- ply of these medications in their rooms.

Examples of opiates include, but are not limited to, Codeine, Vicodin, Percocet, and Oxycodone.

Examples of stimulant medications include, but are not limited to, Adderall, Ritalin, Concerta, and Vyvanse.

Examples of Psychotropic medications include, but are not limited to, Zoloft, Prozac, Strattera, Lexapro, Wellbutrin, Xanax, and Celexa.

Please note: all students who are prescribed psychotropic medications will be required to meet with the School's Medical Director, counselor, or consulting psychiatrist during the school year to discuss treatment planning for the upcoming year. The treatment plan may include regular counseling and medication during the school year. As part of the treatment planning process, the medical director may discuss and coordinate the student's diagnostic testing and care with the student's home provider, including any prescribing physician, evaluator or therapist. Parents will be asked to facilitate this process to ensure coordinated care between the School and home.

Revocation of Self-Administration Privileges

St. Paul's School reserves the right to revoke a student's right to self-administer medication when, in the professional judgment of Clark House medical staff, the student has demonstrated an inability to self-medicate safely.

Failure to Comply

All students must comply with the School's policy on medication management. Failure to comply with this policy is a violation of a major school expectation and may result in disciplinary action against the student including, but not limited to, separation from the School. Clark House personnel will notify parents of a student's failure to comply with this policy.

3.7 Patients Bill of Rights

Mandated by RSA 151:21

New Hampshire law requires that the Patients' Bill of Rights be made available to all persons accessing Clark House. The Patients' Bill of Rights appears below and also is posted at Clark House. The policy describing the rights and responsibilities of each patient admitted to the facility shall include, as a minimum, the following:

I. The patient shall be treated with consideration, respect, and full recognition of the patient's dignity and individuality, including privacy in treatment and personal care and including being informed of the name, licensure status, and staff position of all those with whom the patient has contact, pursuant to RSA 151:3-b.

II. The patient shall be fully informed of a patient's rights and responsibilities and of all procedures governing patient conduct and responsibilities. This information must be provided orally and in writing before or at admission, except for emergency admissions. Receipt of the information must be acknowledged by the patient in writing. When a patient lacks the capacity to make informed judgments the signing must be by the person legally responsible for the patient.

III. The patient shall be fully informed in writing in language that the patient can understand, before or at the time of admission and as necessary during the patient's stay, of the facility's basic per diem rate and of those services included and not included in the basic per diem rate. A statement of services that are not normally covered by medicare or medicaid shall also be included in this disclosure.

IV. The patient shall be fully informed by a health care provider of his or her medical condition, health care needs, and diagnostic test results, including the manner by which such results will be provided and the expected time interval between testing and receiving results, unless medically inadvisable and so documented in the medical record, and shall be given the opportunity to participate in the planning of his or her total care and medical treatment, to refuse treatment, and to be involved in experimental research upon the patient's written consent only. For the purposes of this paragraph "health care provider" means any person, corporation, facility, or institution either licensed by this state or otherwise lawfully providing health care services, including, but not limited to, a physician, hospital or other health care facility, dentist, nurse, optometrist, podiatrist, physical therapist, or psychologist, and any officer, employee, or agent of such provider acting in the course and scope of employment or agency related to or supportive of health care services.

V. The patient shall be transferred or discharged after appropriate discharge planning only for medical reasons, for the patient's welfare or that of other patients, if the facility ceases to operate, or for nonpayment for the patient's stay, except as prohibited by Title XVIII or XIX of the Social Security Act. No patient shall be involuntarily discharged from a facility because the patient becomes eligible for medicaid as a source of payment.

VI. The patient shall be encouraged and assisted throughout the patient's stay to exercise the patient's rights as a patient and citizen. The patient may voice grievances and recommend changes in policies and services to facility staff or outside representatives free from restraint, interference, coercion, discrimination, or reprisal.

VII. The patient shall be permitted to manage the patient's personal financial affairs. If the patient authorizes the facility in writing to assist in this management and the facility so consents, the assistance shall be carried out in accordance with the patient's rights under this subdivision and in conformance with state law and rules.

VIII. The patient shall be free from emotional, psychological, sexual and physical abuse and from exploitation, neglect, corporal punishment and involuntary seclusion.

IX. The patient shall be free from chemical and physical restraints except when they are authorized in writing by a physician for a specific and limited time necessary to protect the patient or others from injury. In an emergency, restraints may be authorized by the designated professional staff member in order to protect the patient or others from injury. The staff member must promptly report such action to the physician and document same in the medical records.

X. The patient shall be ensured confidential treatment of all information contained in the patient's personal and clinical record, including that stored in an automatic data bank, and the patient's written consent shall be required for the release of information to anyone not otherwise authorized by law to receive it. Medical information contained in the medical records at any facility licensed under this chapter shall be deemed to be the property of the patient. The patient shall be entitled to a copy of such records upon request. The charge for the copying of a patient's medical records shall

not exceed \$15 for the first 30 pages or \$.50 per page, whichever is greater; provided, that copies of filmed records such as radiograms, x-rays, and sonograms shall be copied at a reasonable cost.

XI. The patient shall not be required to perform services for the facility. Where appropriate for therapeutic or diversional purposes and agreed to by the patient, such services may be included in a plan of care and treatment.

XII. The patient shall be free to communicate with, associate with, and meet privately with anyone, including family and resident groups, unless to do so would infringe upon the rights of other patients. The patient may send and receive unopened personal mail. The patient has the right to have regular access to the unmonitored use of a telephone.

XIII. The patient shall be free to participate in activities of any social, religious, and community groups, unless to do so would infringe upon the rights of other patients.

XIV. The patient shall be free to retain and use personal clothing and possessions as space permits, provided it does not infringe on the rights of other patients.

XV. The patient shall be entitled to privacy for visits and, if married, to share a room with his or her spouse if both are patients in the same facility and where both patients consent, unless it is medically contraindicated and so documented by a physician. The patient has the right to reside and receive services in the facility with reasonable accommodation of individual needs and preferences, including choice of room and roommate, except when the health and safety of the individual or other patients would be endangered.

XVI. The patient shall not be denied appropriate care on the basis of race, religion, color, national origin, sex, age, disability, marital status, or source of payment, nor shall any such care be denied on account of the patient's sexual orientation.

XVII. The patient shall be entitled to be treated by the patient's physician of choice, subject to reasonable rules and regulations of the facility regarding the facility's credentialing process.

XVIII. The patient shall be entitled to have the patient's parents, if a minor, or spouse, or next of kin, or a personal representative, if an adult, visit the facility, without restriction, if the patient is considered terminally ill by the physician responsible for the patient's care.

XIX. The patient shall be entitled to receive representatives of approved organizations as provided in RSA 151:28.

XX. The patient shall not be denied admission to the facility based on medicaid as a source of payment when there is an available space in the facility.

XXI. Subject to the terms and conditions of the patient's insurance plan, the patient shall have access to any provider in his or her insurance plan network and referral to a provider or facility within such network shall not be unreasonably withheld pursuant to RSA 420-J:8, XIV.

3.8 Mental Health Bill of Rights

"This Mental Health Bill of Rights is provided by law to persons receiving mental health services in the State of New Hampshire. Its purpose is to protect the rights and enhance the wellbeing of clients, by informing them of key aspects of the clinical relationship. As a client of a New Hampshire Mental Health Practitioner, you have, without asking, the right:

(1) To be treated in a professional, respectful, competent and ethical manner consistent with all applicable state laws and the following professional ethical standards:

- a. for psychologists, the American Psychological Association;
- b. for independent clinical social workers; the National Association of Social Workers;
- c. for pastoral psychotherapists; the American Association of Pastoral Counselors
- d. for clinical mental health counselors; the American Mental Health Counselor Association; and
- e. for marriage and family therapists; the American Association for Marriage and Family Therapists.

(2) To receive full information about your treatment provider's knowledge, skills, experience and credentials.

(3) To have the information you disclose to your mental health provider kept confidential within the limits of state and federal law. Communications between mental health providers and clients are typically confidential, unless the law requires their disclosure. Mental health providers will inform you of the legal exceptions to confidentiality, and should such an exception arise, will share only such information as required by law. Examples of such exceptions include but are not limited to:

- a. abuse of a child;
- b. abuse of an incapacitated adult; 19
- c. Health Information Portability and Accountability Act (HIPAA) regulation compliance;
- certain rights you may have waived when contracting for third party financial coverage;
- e. orders of the court; and
- f. significant threats to self, others or property.

(4) To a safe setting and to know that the services provided are effective and of a quality consistent with the standard of care within each profession and to know that sexual relations between a mental health provider and a client or former client are a violation of the law (RSA 330-A:36).

(5) To obtain information, as allowed by law, pertaining to the mental health provider's assessment, assessment procedures and mental health diagnoses (RSA 330-A:2 VI).

(6) To participate meaningfully in the planning, implementation and termination or referral of your treatment.

(7) To documented informed consent: to be informed of the risks and benefits of the proposed treatment, the risks and benefits of alternative treatments and the risks and benefits of no treatment. When obtaining informed consent for treatment for which safety and effectiveness have not been established, therapists will inform their clients of this and of the voluntary nature of their participation. In addition, clients have the right to be informed of their rights and responsibilities, and of the mental health provider's practice policies regarding confidentiality, office hours, fees, missed appointments, billing policies, electronic communications, managed care issues, record management, and other relevant matters except as otherwise provided by law.

(8) To obtain information regarding the provision(s) for emergency coverage.

(9) To receive a copy of your mental health record within 30 days upon written request (except as otherwise provided by law), by paying a nominal fee designed to defray the administrative costs of reproducing the record.

(10) To know that your mental health provider is licensed by the State of New Hampshire to provide mental health services.

- a. You have the right to obtain information about mental health practice in New Hampshire. You may contact the Board of Mental Health Practice for a list names, addresses, phone numbers and websites of state and national professional associations listed in Mhp 502.02 (a)(1)(a-e).
- b. You have the right to discuss questions or concerns about the mental health services you receive with your provider.
- c. You have the right to file a complaint with the Board of Mental Health Practice."
- d. A licensee shall post a copy of the above mental health bill of rights in a prominent location in the office of the mental health practitioner and provide a copy upon request.
- A licensee shall provide a copy of the mental health bill of rights to the client and/or agency if the assessment, consultation or intervention is provided outside the office

APPENDIX 4: ACADEMIC POLICIES

4.1 Grading Standards at St. Paul's School

The following standards outline our grading system in general terms. In addition, each department has a written statement explaining the type of work required to receive each grade.

A student earning High Honors with Commendation (HH+):

- Demonstrates exemplary understanding of all course material, including the application to novel or complex situations
- Demonstrates exemplary performance in all measured skills
 of the course
- Demonstrates exemplary creativity, insight, curiosity, and original thought in all areas as appropriate to the subject and level of study
- Demonstrates exemplary engagement and collaboration to the degree that it inspires and elevates the work of one's peers

A student earning High Honors (HH):

- Demonstrates superior understanding of the course material, including the application to novel or complex situations
- Demonstrates superior performance in the measured skills of the course
- Demonstrates superior creativity, insight, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates superior engagement and collaboration to the degree that it is usually worthy of emulation by one's peers

A student earning Honors with Commendation (H+):

- Demonstrates strong understanding of the course material with some evidence of application to novel or complex situations
- Demonstrates strong performance in the measured skills of the course
- Demonstrates frequent creativity, insight, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates frequent engagement and collaboration that occasionally elevates the work of one's peers

A student earning Honors (H):

- Demonstrates solid but not thorough understanding of the course material with the occasional evidence of application to novel or complex situations
- Demonstrates solid but not consistent performance in the measured skills of the course
- Demonstrates occasional creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates occasional engagement and collaboration

A student earning High Pass with Commendation (HP+):

- Demonstrates emerging but incomplete understanding of the course material
- Demonstrates emerging but inconsistent performance in the measured skills of the course
- Demonstrates emerging but inconsistent creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates emerging but inconsistent engagement and collaboration

A student earning High Pass (HP):

- Demonstrates acceptable understanding of the course material
- Demonstrates acceptable performance in the measured skills
 of the course
- Demonstrates acceptable creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates acceptable engagement and collaboration

A student earning Pass (P):

- Demonstrates minimally acceptable understanding of the course material
- Demonstrates minimally acceptable performance in the measured skills of the course
- Demonstrates minimal creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates minimal engagement and collaboration

A student earning Unsatisfactory (U):

- Demonstrates unsatisfactory understanding of the course material
- Demonstrates unsatisfactory performance in the measured skills of the course
- Demonstrates unsatisfactory engagement and collaboration

4.2 Grade Descriptors

HH+: High Honors with Commendation — consistently exemplary performance with ample evidence (95-100)

- Demonstrates exemplary understanding of all course material, including the application to novel or complex situations
- Demonstrates exemplary performance in all measured skills of the course
- Demonstrates exemplary creativity, insight, curiosity, and original thought in all areas as appropriate to the subject and level of study
- Demonstrates exemplary engagement and collaboration to the degree that it inspires and elevates the work of one's peers

HH: High Honors (consistently superior performance): (90-95)

- Demonstrates superior understanding of the course material, including the application to novel or complex situations
- Demonstrates superior performance in the measured skills of the course
- Demonstrates superior creativity, insight, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates superior engagement and collaboration to the degree that it is usually worthy of emulation by one's peers

H+: Honors with Commendation (85-90)

- Demonstrates strong understanding of the course material with some evidence of application to novel or complex situations
- Demonstrates strong performance in the measured skills of the course
- Demonstrates frequent creativity, insight, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates frequent engagement and collaboration that occasionally elevates the work of one's peers

H: Honors (80-85)

- Demonstrates solid but not thorough understanding of the course material with the occasional evidence of application to novel or complex situations
- Demonstrates solid but not consistent performance in the measured skills of the course
- Demonstrates occasional creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates occasional engagement and collaboration

HP+: High Pass with Commendation (75-80)

- Demonstrates emerging but incomplete understanding of the course material
- Demonstrates emerging but inconsistent performance in the measured skills of the course
- Demonstrates emerging but inconsistent creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates emerging but inconsistent engagement and collaboration

HP: High Pass (70-75)

- Demonstrates acceptable understanding of the course material
- Demonstrates acceptable performance in the measured skills
 of the course
- Demonstrates acceptable creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates acceptable engagement and collaboration

P: Pass (60-70)

- Demonstrates minimally acceptable understanding of the course material
- Demonstrates minimally acceptable performance in the measured skills of the course
- Demonstrates minimal creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates minimal engagement and collaboration

U: Unsatisfactory (<60)

- Demonstrates unsatisfactory understanding of the course material
- Demonstrates unsatisfactory performance in the measured skills of the course
- Demonstrates unsatisfactory engagement and collaboration

4.3 The Cum Laude Society

The Cum Laude Society was founded in 1906 to recognize academic excellence at the secondary school level. St. Paul's chapter was chartered in 1953, and its members include faculty who were elected to the Society in secondary school or to Phi Beta Kappa in college. Each year during the Spring Term, faculty from the SPS chapter of the Cum Laude Society meet to elect new student members based on their scholastic achievements. Per the Society's bylaws, the school may induct no more than 20% of the Sixth-Form class for any given year, of which no more than half may be inducted during their Fifth-Form year. As noted in the national organization's Chapter Manual, "The 20% maximum is not to be construed as a requirement that the full number permitted must be elected every year." The Chapter Manual also notes that "Many schools elect smaller percentages to serve better the purposes and goals of the Society." The Cum Laude Society at SPS counts itself among these latter schools. Historically, it has elected far fewer than the 20% cap.

The election process is entirely anonymous and based exclusively on a student's transcripts. The selection criteria are (1) strength of academic schedule (the students should be taking honors classes if available) and (2) the students' grades in their classes. Of these two criteria, the first is more important. It is rare for a student to be elected to the Cum Laude Society if they do not take honors-level courses when available. The Committee considers all years in which a student has attended SPS. The Committee does not penalize or promote students for work done before they arrived at SPS. Thus, students who placed into a high-level class as a new student are not given an advantage over students who presumably did not have the same opportunities at their previous schools. Similarly, the Committee treats all disciplines on equal footing. Departments that do not offer honors courses (e.g., Humanities) are not given less weight than departments that do. There is not a comparison between departments, but an examination of the courses that student take within departments. The ultimate expectation is that students elected to the Cum Laude Society will have attained a high level of achievement in as many fields as possible.

4.4 Distinctions

Diplomas with distinction are awarded at Graduation at the determination of each department/discipline using the criteria below. Note that students who meet with the discipline committee for academic misconduct are ineligible for distinctions in that discipline.

Arts: Dance

- Minimum of six credits in the program, with credits terms in the sixth form year
- Average grade of HH or higher in sixth form year in dance courses
- Must be enrolled in Ballet IV/V
- Work is reviewed by dance faculty

Arts: Fine Arts

- Minimum of six credits in the program, with three credits in the sixth form year
- Average grade of HH or higher in 6th form year in fine arts courses or at least an H in advanced portfolio courses
- Work is reviewed by fine arts faculty

Arts: Music

- Enrolled in Applied Music for entire SPS career
- · Career participation in the Ensemble program
- Average grade of HH or higher in music courses

Arts: Theatre

- Minimum of six credits in the program, with at least one credit in the sixth form year
- Average grade of HH or higher in theatre classes

Humanities

- Minimum of one Humanities elective per term in the sixth form year
- Average grade of HH or better in all Humanities courses taken in fifth and sixth form years
- Grade of HH or higher in Humanities V
- Grades of H+ or higher in all Humanities electives

Languages

- Completion of level four honors in Chinese, French, Latin, German, or Spanish, or level three honors in Greek
- Enrollment in the same language throughout the sixth form year unless the most advanced course was completed earlier
- Grade of HH or higher in language courses in both fifth and sixth form year
- One year's successful attendance at School Year Abroad, the Seikei School or the German exchange program will be construed as the equivalent of a year's grade of High Honors in language study here at St. Paul's School.
- Exceptional cases will be considered by a vote of the languages department

Mathematics

- Enrolled in math courses each term of their career at SPS, with allowance of one term off
- Grades of HH or higher in Calculus 1-2 Honors, HH in Multivariable Calculus Honors, or HH in both Calculus 1 Honors and Calculus 2 Honors
- Final grades in math classes H+ or higher
- Exceptional cases will be considered by a vote of the mathematics department

Science

- Students must earn the correct number of credits to qualify:
- Students who enter in 3rd form must complete 15 science credits
- Students who enter in 4th form must complete 12 science credits
- Students who enter in 5th form must complete 9 credits
- Students must earn an H or better in all terms of science courses
- Students must earn 7 terms of HH or better in science courses and 3 of the HHs must be in advanced science courses
- Students must complete at least one advanced science course

Note: Appropriate adjustments will be made due to Satisfactory/ Unsatisfactory grades in the spring of 2020.

APPENDIX 5: TECHNOLOGY ACCEPTABLE USE

5.1 Acceptable Use of Technology Policy (AUP)

The School supports the appropriate use of technology. In the context of a school, however, students must use these devices cautiously so as not to negatively affect the educational mission of the school, a student's academic development, or the rights of other members of the community. The detailed Acceptable Use Policy, found below, should be read carefully. By way of preface, we ask that you also keep a few basic guidelines in mind.

- Mobile phones should always be off during classes, concerts, and lectures, as well as in Chapel or any venue where a ringing phone may cause disruption. Students using phones (of all types) in residential houses should take care not to disturb other students' quiet study.
- Limiting time on the Internet, including on social networking sites, has become an essential skill for academic success. Internet access is primarily for academic purposes, and excessive abuse of this not only violates the school's Acceptable Use Policy, but also can interfere with academic work, healthy sleep patterns, and one's ability to meet certain expectations of respectful interaction with other community members. Even with academic work, there is reason for caution on the Internet; plagiarism and other inappropriate behavior (including getting research and editing help from family members and friends) can happen more easily electronically. Make sure all outside sources and helpers are clearly documented.
- The School reserves the right to require students to remove any technology that the head of house feels detracts from the academic or social atmosphere of the residential house or student room.. Each student is allowed, at most, one computer monitor (not to exceed 27" inches, measured on the diagonal).
- Finally, make sure to secure proper consent for all subjects of photographs or videos. Texts, voicemails, photos, and videos can become public, and content creators/posters should always be prepared to take full responsibility for their content.

Acceptable Use of Technology Policy

St. Paul's School is pleased to be able to provide a wide assortment of some of the latest technology resources available. These technology resources are provided as one of the privileges of being a member of the St. Paul's School community and are intended to enhance community life.. As with any privilege, it is expected that students will use these resources with care, concern, and respect. Violation of these policies may result in discipline, up to and including expulsion.

Overview

Access to information technologies is integral to the educational mission and purpose of St. Paul's School. We use technology in nearly every facet of instruction, activity, service, research, and operation of our School. This policy provides expectations for the use of technology as it affects our educational community. Due to the evolutionary nature of technology, it is imperative for students to realize that the School's policies pertaining to its use will also be evolutionary. Students are asked to employ their best judgment when it comes to the use of School technology and keep in mind that policies related to technology are not meant to supersede other School policies, but rather to complement them. School policies address the appropriate use of both technologies provided by the School and personally owned technological devices, whether accessing the school's network or private networks, on or off campus, by students for as long as they are enrolled at the school. Please read the policies below before using the St. Paul's School network and computers, because by using School technology, a student agrees to be bound by the terms, conditions and regulations that follow.

Supervision and Personal Responsibility

All students must sign an agreement before they can use any School technologies. This agreement needs to be signed once (unless the form is updated in a subsequent year).

The use of School and personally owned technology on School property or at School events is a privilege, not a right. This privilege comes with personal responsibilities and violations of the responsible use of any School technologies may result in the revocation or suspension of such privileges.

St. Paul's School provides sufficient information technology resources for each student for regular academic pursuits. If a particular research project requires additional resources, the Information Technology Department works with students on a case-by-case basis to provide additional resources.

Privacy

St. Paul's School reserves the right to monitor and track all behaviors and interactions that take place online or through the use of technology on School property or at School events. The School also reserves the right to investigate any reports of inappropriate actions related to any technology used at School.

All emails and messages sent through the School's network or accessed on a School computer may be inspected. Any files saved onto a School computer may also be inspected. Students have a limited expectation of privacy when using their own technology on School property or at School events as long as no activity violates policy, law, and/or compromises the safety and well-being of the School community.

If the School suspects a violation of its policies, the law, and/or that student safety and well-being is compromised by the use of a student's own cell phone, computer, or other device, the School has the right to search such devices and the parents and guardians of the students consent to such search. If consent is not provided, the School may determine that the student is not cooperating with an investigation and make subsequent decisions about discipline accordingly.

Right to Update

Because technology is continually evolving, St. Paul's School reserves the right to change, update, and edit its technology policies at any time in order to continually protect the safety and well-being of students and the wider community. To this end, the School may add additional rules, restrictions, and guidelines at any time.

Termination of Accounts and Access

After graduation or upon other termination of official status as a student, access to the School network, files stored on the School network, and/or School-provided email account will cease. Prior to graduation, the School recommends saving all personal data stored on School technology to a removable hard drive and the establishment of an alternative email account. If a student leaves the School in good standing, access to SPS email may be extended for six months after the graduation or departure date, with the approval of the director of information technology and the dean of students.

User Orientation

All incoming students must attend an orientation session about acceptable and unacceptable behaviors related to technology. This course is required before a student may use any School technologies.

Purposes and Use Expectations for Technology

Students may use School technologies for some recreational uses, keeping in mind that School technology resources are both shared and finite. These resources include, but are not limited to, disk space, bandwidth, CPU time and effort, printers, software, and workstations. If recreational use interferes with another's educational use, the student will be asked to refrain from the activity or engage in the activity at another specified time.

Personal Responsibility

St. Paul's School expects its students to act responsibly and thoughtfully when it comes to using technology. Technology is a finite, shared resource offered by the School to its students. Students bear the burden of responsibility to inquire with the IT Department or a School administrator when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

Internet Usage

St. Paul's School expressly prohibits access to material that is offensive, profane, or obscene including pornography and hate literature. Hate literature is anything written with the intention to degrade, intimidate, incite violence, or incite prejudicial action against an individual or a group based on race, ethnicity, nationality, gender, gender identity, age, religion, sexual orientation, disability, language, political views, socioeconomic class, occupation, appearance (such as height, weight, and hair color), or any other legally protected class. Violations will result in disciplinary action.

Network Storage and Accounts

 Network storage is a finite School resource. We expect students to be respectful of other users and limit the amount of space and memory taken up on School computers and on the School network. Each student has 2 GB of storage space to save files on our network.

- All students are provided with a School email address. All emails sent from this account are representative of St. Paul's School and are subject to School policies regarding appropriate language use, bullying, stalking, and other related School policies. Each student is provided with 1 GB of storage space.
- St. Paul's School provides individual technology accounts for students to keep track of their technology use. Users must log off when they are finished using a School computer. Failing to log off may allow others to use your account, and students are responsible for any activity that occurs through their personal account.

Technology on the Grounds

In an effort to protect the special nature of this fully residential community, cell phone usage is restricted on campus. The School recognizes that students and families rely on cell phones for regular communication and for this reason we ask that students abide by these guidelines:

- No cell phone usage while walking on the paths
- Should a member of the community need to call or text, they should first find a place to sit
- No headphones or earbuds on the paths
- No phone usage in the Upper Dining Halls and Common Room
- No active phone conversations inside academic buildings
- Personal speakers should be kept at a reasonable volume; music should always be appropriate

In order to ensure access and safety students are encouraged to take cell phones with them whenever they leave St. Paul's School.

Communication

Students are prohibited from engaging in inappropriate communication in any public messages, in private messages, with cell phones or Smartphones, as well as online posts, comments and other content. Inappropriate communication includes, but is not limited to, the following: obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or images typed, posted, or spoken by students; information that could cause damage to an individual or the School community or create the danger of disruption of the academic environment; personal attacks, including prejudicial or discriminatory attacks; harassment (as defined earlier in this handbook and including persistently acting in a manner that distresses or annoys another person) or stalking of others; knowingly or recklessly posting false or defamatory information about a person or organization; and communication that promotes the destruction of property, including the acquisition or creation of weapons or other destructive devices.

If you are told by another person to stop sending communications, you must stop.

Transmission and/or Solicitation of Sexually Explicit Media "Sexting"

Students should be aware that taking, sending, receiving or forwarding sexually explicit messages, photos/images, and other media (including audio, video and music recordings) via a computer, digital device or cell phone (commonly known as "sexting,") may subject a student to criminal charges under federal and state laws. The School prohibits students (regardless of their age) from using technology devices (whether owned by the student or the School, and whether through use of the School's network or outside of the School's network, and whether used on or off campus) to send any written message or image or music that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. New Hampshire and federal law prohibits anyone (regardless of age) from possessing and disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy. For students over the age of 18, the School prohibits the possession or dissemination of pornographic images of adults, including dissemination of such images of an- other student who is also over the age of 18, with or without the subject-student's consent. Any form of coercion in the solicitation of such sexually explicit media will is expressly prohibited.

Any student with questions or concerns about sexting, such as being the unwitting recipient of a sexual image, should speak with the dean of students or other school administrator.

Cyber-bullying

Students may not use any technology to harass, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This is unacceptable student behavior known as cyber-bullying and will not be tolerated. Any cyber-bullying, on- or off-campus, that is determined to disrupt the safety and/or well-being of the School is subject to disciplinary action.

Personal Integrity

Do not pretend to be someone else online or use another's identity without express permission from them or their parents/guardians if they are minors. Do not use, post, or make accessible to others the intellectual property of someone other than yourself, including, but not limited to, text, photographs, and video. This includes intellectual property that you were given permission to use personally, but not publicly. This behavior violates School policy as well as state and federal laws.

Copyright and Fair Use

A piece of work or item is copyrighted when, among other factors, one person or one group owns the exclusive right to reproduce it. . Songs, videos, pictures, images, and documents can all be copyrighted. Copyright infringement occurs when a person violates copyright law by using or reproducing a work without permission. Students must appropriately cite all materials used and must not use someone else's work without proper permission. In some instances appropriately citing material is not a substitute for permission to use another's work(s).

Downloads and File Sharing

Students are not permitted to download, add, or install new programs, software, or hardware onto School computers. Downloading sound and video files onto School computers is also prohibited. This prohibition applies even if the download is saved to a removable hard drive. Students may never configure a School computer or personally owned computer to engage in illegal file sharing. St. Paul's School will cooperate fully with the appropriate authorities regarding illegal behavior by students.

Commercial and Political Use

Commercial use of School technology is prohibited. Students may not use School technology to sell, purchase, or barter any products or services. Students may not resell their network resources to others, included, but not limited to, disk storage space. St. Paul's School is not responsible for any damages, injuries, and/or claims resulting from violations of responsible use of technology. Students who are engaged in fundraising campaigns for School-sponsored events and causes must seek permission from the dean of students before using technology resources to solicit funds for their event.

Respect for the Privacy of Others and Personal Safety

The St. Paul's School community is one that respects the privacy of its members. Do not intentionally seek information about, obtain copies of, or modify files, other data, or passwords belonging to others. Do not misrepresent or assume the identity of others. Do not repost information that was sent to you privately without the permission of the person who sent you the information. Do not post private information about another person. Do not use another person's account. If you have been given an account with special privileges, do not use that account outside the terms with which you were given access to that account. Do not voluntarily post private information about yourself online, including your name, your age, your School name, your address, your phone number, or other identifying information.

Computer Settings and Computer Labs

Students may alter, change, modify, repair, or reconfigure settings on School-owned computers only with the express prior permission of the Information Technology Department. This includes deleting cookies and history and re-setting the time and/or date on the computer. Purposefully spreading or facilitating the spread of a computer virus or other harmful computer program is prohibited. Students may not circumvent any system security measures. The use of websites to tunnel around firewalls and filtering software is expressly prohibited. The use of websites to anonymize the user is also prohibited. The use of websites, both domestic and international, to circumvent any School policy is prohibited. Students may not alter the settings on a computer in such a way that the virus protection software would be disabled. Students are not to try to guess passwords. Students are not to access any secured files, resources, or administrative areas of the School network without express permission or the proper authority.

Using Best Judgment

No policy can detail all possible examples of unacceptable behavior related to technology use. Users of the School's technology are expected to understand that the same rules, guidelines, and policies that apply to non-technology-related student behavior also apply to technology-related student behavior. Every user of School technology is expected to use their best judgment when making decisions related to the use of technology and the Internet. If there is ever a question about the appropriate or acceptable use of technology students are encouraged to speak with a dean, a member of the IT Department, or the Ohrstrom library staff.

Liability

The School cannot and does not guarantee that the functions and services provided by and through technology will be problem-free. The School is not responsible for any damages students may suffer, including but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or the quality of the information obtained through School technologies. Although the School does filter some content obtained through School technologies, the School is not responsible for student's exposure to "unacceptable" information nor is the School responsible for misinformation. The School is not responsible for financial obligations arising through the use of School technologies.

There are risks involved with using the Internet. To protect personal safety, Internet users should not give out personal information to others via email, social networking sites, bulletin boards, or other systems. The School cannot guarantee that users will not encounter text, pictures, or references that are objectionable. Responsible attitudes and appropriate behavior are essential in using this resource. As with email, information that a user places on the Internet is akin to sending a postcard rather than a sealed letter. Its contents can last indefinitely and may be accessed by system administrators on this campus and elsewhere.

- Users must be aware that some material circulating on the Internet is copy-righted and subject to all copyright laws.
 Materials taken from the Internet must be properly footnoted.
- Users must be aware that some material circulating on the Internet is illegally distributed. Users must never use the School's system to download illegally distributed material.
- Users are cautioned not to open email attachments or download any files from unknown sources, in order to avoid damaging their computers and bringing destructive viruses into the School's system.

Policy Enforcement and Sanctions

All members of the community are expected to assist in the enforcement of this policy. Persons in violation of this policy are subject to a full range of sanctions, including, but not limited to, the loss of computer, telephone, or network access privileges, disciplinary action, and dismissal/termination from the School. Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution of any such violations to the full extent of the law.

Any suspected violation of this policy should be reported immediately to the director of Information Technology, as well as to the dean of students (if the suspected violator is a student), the vice rector for faculty (if the suspected violator is a faculty member), or the director of human resources (if the suspected violator is an administrator or staff member).

Supervision and Personal Responsibility

All students must sign an agreement before they can use any School technologies. This agreement needs to be signed once (unless the form is updated in a subsequent year).

The use of School and personally owned technology on School property or at School events is a privilege, not a right. This privilege comes with personal responsibilities and violations of the responsible use of any School technologies may result in the revocation or suspension of such privileges.

St. Paul's School provides sufficient information technology resources for each student for regular academic pursuits. If a particular research project requires additional resources, the Information Technology Department works with students on a case-by-case basis to provide additional resources.

Privacy

St. Paul's School reserves the right to monitor and track all behaviors and interactions that take place online or through the use of technology on School property or at School events. The School also reserves the right to investigate any reports of inappropriate actions related to any technology used at School.

All emails and messages sent through the School's network or accessed on a School computer may be inspected. Any files saved onto a School computer may also be inspected. Students have a limited expectation of privacy when using their own technology on School property or at School events as long as no activity violates policy, law, and/ or compromises the safety and well-being of the School community.

If the School suspects a violation of its policies, the law, and/or that student safety and well-being is compromised by the use of a student's own cell phone, computer, or other device, the School has the right to search such devices and the parents and guardians of the students consent to such search. If consent is not provided, the School may determine that the student is not cooperating with an investigation and make subsequent decisions about discipline accordingly.

Right to Update

Because technology is continually evolving, St. Paul's School reserves the right to change, update, and edit its technology policies at any time in order to continually protect the safety and well-being of students and the wider community. To this end, the School may add additional rules, restrictions, and guidelines at any time.

Termination of Accounts and Access

After graduation or upon other termination of official status as a student, access to the School network, files stored on the School network, and/or School-provided email account will cease. Prior to graduation, the School recommends saving all personal data stored on School technology to a removable hard drive and the establishment of an alternative email account. If a student leaves the School in good standing, access to SPS email may be extended for six months after the graduation or departure date, with the approval of the director of information technology and the dean of students.

APPENDIX 6: GRADUATION REQUIREMENTS

6.1 Athletic and Afternoon Program Participation

FORM	NO. OF TERMS	DETAILS
Third	3 terms	2 must be physical, all 3 must be team-oriented
Fourth	3 terms	2 must be physical, 2 must be team-oriented
Fifth	2 terms minimum	1 must be physical, 1 must be team-oriented (not mutually exclusive)
Sixth	2 terms minimum	1 must be physical, 1 must be team-oriented (not mutually exclusive)

Swim Test Requirement

All students are required to pass a swim test within two years of matriculation.

Definitions

Physical and team-oriented activities include:

- Interscholastic, instructional and club level athletics;
- Musical theatre
- Team-oriented activities include:
- Community engagement programs;
- Theatre productions;
- Afternoon music (requires permission from music department)
- Physical (non-team-oriented) activities include:
- Fitness: an organized/supervised program available to fourth, fifth and sixth form students

Physical Program Offerings

Open to Fourth, Fifth and Sixth Form Students of all genders. Program meets four days per week throughout the term.

FALL TERM	WINTER TERM	SPRING TERM
Fitness	Fitness	Fitness

Physical/Team Program Offerings

These programs meet six days each week throughout the term.

FALL TERM	WINTER TERM	SPRING TERM
Cross Country (boys/girls)	Alpine Skiing (boys/girls)**	Baseball (boys)
Field Hockey (girls)	Basketball (boys/girls)	Crew (boys/girls)
Football (boys)	Ice Hockey (boys/girls)	Lacrosse (boys/girls)
Soccer (boys/girls)	Nordic Skiing (boys/girls)	Softball (girls)
Volleyball (girls)	Squash (boys/girls)	Tennis (boys/girls)
SPS Ballet Company* (boys/girls)	Wrestling (boys/girls)	Track & Field (boys/girls)
	SPS Ballet Company* (boys/girls)	Musical Theatre (boys/girls)
		SPS Ballet Company* (boys/girls)

Club/Instructional Program Offerings

These programs gender inclusive and meet four days each week throughout the term

FALL TERM	WINTER TERM	SPRING TERM
Bouldering	Alpine Skiing/ Snowboarding**	Bouldering
Farm Team	Bouldering	Farm Team
Mountaineering	Ice Hockey	Squash
Rowing (crew)	Swimming	
Soccer		
Tennis		

Team Program Offerings

These programs are gender inclusive, are not physical in nature, and meet four days each week throughout the term

FALL TERM	WINTER TERM	SPRING TERM
Theatre	Theatre- Student Director Series	Musical Theatre
Afternoon Music***	Club Robotics	Afternoon Music***
	Afternoon Music***	

*Participation required all three terms, students may not participate for less than the full year

** Additional expense charged to student account

***Participation in Afternoon Music requires permission from music department

Afternoon and Community Engagement Program Credit Offerings

These programs meet the team-oriented requirement. These programs are gender inclusive and each meets four days per week throughout the term. Full participation equals 1 CE Credit/term.

FALL TERM	WINTER TERM	SPRING TERM
First Robotics Lego League	Kindness Program	Academic Enrichment
Service Learning Team	Service Learning Team	Service Learning Team

Community Engagement Program Credit Offerings

These programs do not meet physical or team-oriented activity options and as a result are ONLY available to Fourth, Fifth and Sixth Form students. Offerings may change from term to term and year to year. Participation one day/week equals .5 CE Credit/term.

Participation two days/week equals 1 CE Credit/term.

FALL TERM	WINTER TERM	SPRING TERM
Classics Program	GEMS/Mad Scientists	GEMS/Mad Scientists
GEMS/Mad Scientists	Kids Tales	Photo Foundations
McAuliffe Language Club	CLC Woodside	CLC Woodside
Photo Foundations	Junior Pelicans	Spring Service Trips
CLC Woodside		

6.2 Community Engagement Program Credits

Credit Options

- **Option 1:** Traditional Community Engagement (CE) program options (both afternoon activity and CE only projects) Includes: Service Learning Team, FIRST LEGO League, McAuliffe Language Club, Academic Enrichment Program, Random Acts of Kindness, Girls in Engineering, Math and Science, Photo Foundations, Classics Program, Children's Learning Center, Kids' Tales, and Junior Pelicans
- **Option 2:** Community leadership positions. Includes: Missionary Society Officer, Sokoloff Grant Recipient, Friends Youth Mentor Program, Mish Project Leader, Spring Service Trip
- **Option 3:** Additional options for challenging schedules. Includes: Pelicans Read Together-CE; Independent Project (requires application and advanced approval)
- Option 4: Accumulated Service Experiences (ASE) 30 hours
 = 1 CE credit (a variety of community service experiences in non-profit organizations added up over time to earn CE credit. A half credit option (15 hours) is also available.

Community Engagement Program Descriptions

• **FIRST LEGO League:** SPS students work with middle school children from Rundlett Middle School to solve STEM related challenges and build a robot with a specific function.

- Service Learning Team: SPS students work with middle school students providing homework assistance, activities, companionship and role modeling.
- McAuliffe Language Club: SPS students skilled in foreign language go to Christa McAuliffe School and teach language skills to upper elementary school students each week culminating in a presentation to parents.
- **Photo Foundations:** SPS students help middle school students learn the basics of using a DSLR camera culminating in an art show at the end of the term.
- **GEMS-Lab Wizards:** SPS students conduct experiments alongside middle school students highlighting the various areas of science and math such as physics, biology, chemistry, etc.
- **CLC-Woodside School:** SPS students interact with toddlers and preschoolers while engaging in developmentally appropriate activities.
- Random Acts of Kindness: SPS students teach a curriculum of kindness and respect to third grade New American students.
- Junior Pelicans: SPS hockey team members teach hockey skills to community children.
- **Kids' Tales:** SPS students teach creative writing to upperelementary children and each child receives a published book with their story.
- Academic Enrichment Program: SPS students work with elementary school children from Broken Ground School to enhance math, reading and science skills.
- Friends Youth Mentor Program: Application and interview required for rising fifth formers to mentor underprivileged children from Concord. Program options include an on-campus Monday night program and a Thursday afternoon program at Mill Brook School.
- Missionary (MISH) Society Officer: Application and interview required for rising fifth and sixth formers interested in a leadership position in the school's philanthropic and service organization.
- Spring Vacation Service Trips: Application required for week-long service programs during spring break or possibly other school breaks. There is a fee involved to participate and financial aid may be available.
- Pelicans Read Together-CE: Students can choose a book from an established book list whose theme is related to a civic or community issue. After reading the book, the student will complete a project (podcast, photo essay, PPT, etc.) to highlight the book's theme, why the issue is important and how the theme connects with them personally. In addition, students will complete a minimum of two hours volunteering in an organization that addresses the book's theme.
- Independent Service Project: Students can apply to volunteer in a nonprofit organization that meets the community engagement program criteria and upon completion of the project will write a reflection essay to earn credit.
- Accumulated Service Experiences: Students can combine multiple service experiences to earn either half or full credit. Reflection essays will be required to tie the experiences to the community engagement outcomes.

APPENDIX 7: STUDENT ORGANIZATIONS

7.1 Affinity And Alliance Groups

Asian Society

The Asian Society at SPS is an affinity group for students who identify as Asian or Asian American. This is a space where students can feel the familiarity of those who identify as they do. The group is centered around the sharing of stories, the discussion of events, the celebration of Asian holidays, and the sharing of Asian food and culture. The group's goal is to share in the celebration of Asian culture with each other and the greater SPS community.

Gender and Sexuality Alliance (GSA)

The GSA is open to anyone, including allies who are interested in discussing issues around gender and sexuality. We stand in full solidarity with people who may be disadvantaged because of their sexual orientation, sexual identity, or gender expression. We help create awareness and make systemic changes at SPS to counter-act discrimination, homophobia, and transphobia, educate the community through planned events, and ensure that school policies and curriculum are inclusive.

The Hillel Society

The Hillel Society is an affinity group that works to create opportunities and programming to support Jewish students at St. Paul's School. Through social gatherings, celebrations of holidays, and planning chapel programming we are able to connect with one another and celebrate our shared Jewish identities.

Indian Society

The Indian Society at SPS is an affinity group for students who identify as Indian or Indian-American. Our meetings feature activities including weekly check-ins and conversations on current events. Indian Society offers a space to affirm, nurture, and celebrate our shared cultural identity. As members of the Indian Society, our role in the St. Paul's School community has been to advance diversity/ inclusion initiatives and to share our cultural experiences with the School. This includes the planning of chapel programs and campus-wide events.

Justice and Social Equality for Asians (JSEA)

JSEA is an alliance group for students of all backgrounds at SPS. A typical meeting includes discussion around a current event (which could be specific to SPS or at a national or global level), social justice initiative, or historical inequality impacting people of Asian descent. This is a space for students of all backgrounds to learn more about challenges faced by people of Asian descent either here at SPS or in the U.S. as a whole because of their ethnicity, and ways we can all work for change to address these inequalities.

Latinx Society

The Latinx Society at SPS is an affinity group for students who identify as Latinx. A typical meeting includes a conversation about our shared experiences, a reflection on the celebration of cultural tradition, or the planning of an external event to share and to educate the community on the rich cultures of Latin America. This is a safe space for students to unpack their Latinx identity and to explore it among peers.

LGBTQIA + (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, and Asexual or Allied +)

The LGBTQIA+ Affinity group at SPS is a membership for students and faculty who are part of the queer community and identify as being Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, Intersex, Asexual/Agender, Plus (other self-identifiers not listed). A typical meeting includes gathering in a safe space and engaging in conversations about shared experiences, being out (or not) at SPS, and working with the School administration to educate the community about homophobia and transphobia and counteract discrimination based on one's sexual orientation and gender expression.

Muslim Society

The Muslim Society of St. Paul's School is a diverse affinity group for students who feel inspired by, or a sense of belonging to, any dimension of Islam. First and foremost, it is a safe space for students who identify as Muslim by faith, heritage, geographical influence, or sincere exploration to support one another, inclusively, without privileging any particular sect, tradition, or national interpretation. The Muslim Society also strives to serve the greater SPS community by clarifying common misconceptions about Islam, which is sometimes portrayed in the media as less diverse than it really is, and celebrating its culture together.

Onyx

Onyx at SPS is an affinity group for students who identify as Black, African American, or of African heritage. This group is a safe space for students to gather together and be in community with one another and adults. Onyx meetings vary in topics but the overall goal remains the same and that is making students feel comfortable on campus and having a "place to process." This affinity group creates a safe and brave space for students to discuss various topics and socially connect with one another.

Transitions

Transitions is a cross-cultural affinity group for students who identify as students of color. Transitions is a group where students gather to discuss the commonalities of being a non-white student on a predominantly white campus. Meetings are opportunities to celebrate one's culture while on campus, a place to hang out, and not have to code-switch, a place to celebrate your triumphs, and discuss your frustrations. Members can build a network of support systems across campus and find themselves among peers with whom they share cultural identities and backgrounds. These connections forge strong friendships and create lasting memories.

Women of Color

The SPS Women of Color (SPS WoC) is an affinity group for students who identify as Women of Color at St. Paul's School. SPS WoC sponsors events and gatherings to discuss concerns and topics that WoC feel are meaningful to them, inspire support of one another, and foster mentorship of students new or unfamiliar to all the opportunities SPS offers and any challenges fellow students may encounter. WoC hopes to build upon the fellowship, friendship, and fun of being WoC together at SPS.

Young Women's Club

The Young Women's Club is an affinity group at SPS. We seek to provide an inclusive and supportive space for the young women on campus. By surrounding the girls with other members who identify similarly, cultivating discussions about gender equity, and hosting various activities that encourage the building of strong relations between older and younger students, the Young Women's Club is dedicated to supporting all of the girls that reside on this campus. The group's goal is to be more active this year, which means having a greater presence in the community through frequent activities.

7.2 Student-Led Clubs and Societies Agreement

The Purpose of Student-Led Clubs and Societies at SPS

Student-led clubs and societies celebrate the diversity of the St. Paul's School student body, and represent the many different academic, artistic, athletic, cultural, entertainment, political, religious, and service-oriented interests of our students. The goal of these organizations is to build a welcoming and fun community, while also promoting leadership through a shared mission, skill development, and pursuit of individual interests. These organizations help create a positive and inclusive school community by providing opportunities for students to meet new people, engage in enriching extracurricular activities, and use their free time in healthy ways.

Expectations of all Student-Led Clubs and Societies at SPS

To be in good standing, eligible for recognition and financial support from the School, all organizations are expected to:

- Be inclusive of all SPS students. Clubs and societies should welcome new members and continuously strive to reach new constituencies.
- Follow all School rules, and be safe, respectful, and responsible in all that they do.
- Register with the Dean of Students Office. In order to be approved, organization leaders must meet with Mr. Bernier where they will discuss their club application and expectations.
- Send representation to the Clubs and Societies Fair each term.
- · Host a meeting or activity at least once per month.
- Clubs and Societies must host some form of all-school community education. This is a way for your organization to share your work with the community.
- Keep the community updated on group meetings and news
- No group may be a direct affiliate of an outside organization.

FAQs

How do I reserve a space on campus?

Speak to Mr. Bernier about what spaces (both indoor and outdoor) are available.

How do I place an order through Food Services?

Ask your faculty adviser to send a request email to Mr. Bernier in the Dean of Students office. Please note that orders for food take a minimum of 2 business days to be processed. Food orders for weekend events must be placed by noon on the prior Thursday.

What should I do if I want to buy something for my club?

Please email Mr. Bernier *before* spending any money or making any purchase for which you expect to be reimbursed.

The Role of Student Leaders and Faculty Advisers

A club or society's student leader is expected to:

- Facilitate inclusivity and safe, respectful, and responsible decision-making within the club or society. Student leaders should lead by example!
- Coordinate the registration and application process with the club adviser and the Dean of Students Office.
- Ensure representation of the club or society at the Clubs and Societies Bazaar each term.
- Plan regular meetings and activities, at least three per term.
- Plan, coordinate, and execute an all-school community education event, at least once per academic year.
- Work closely with the faculty adviser, updating the adviser on the organization's activities and upcoming plans.
- Create opportunities for all members of the organization to be involved and develop their own skills.

I have read and agree to the terms outlined here

Student Head Name

Signature

The Role of Faculty Advisers

The faculty adviser is expected to:

- Encourage inclusivity and safe, respectful, and responsible decision-making within the club, society or affinity groups.
- Be present at all organization meetings and events. Make yourself a resource to all members of the organization and help keep the leadership accountable.
- Act as faculty adviser for the club's or society's all-school community education event. Assist student leaders with logistics, and plan to be present at the event as a resource.
- Faculty Advisers may not advise more than two student-led groups on campus

I have read and agree to the terms outlined here

Faculty Adviser

Signature

7.3 Student Council Charter

ARTICLE I: History

The Council System was founded in the Spring of 1917. The idea of establishing a Student Council had been in the minds of Dr. Drury and various members of the faculty and student body for some time, but it was Mr. John G. Winant, then a Vice Rector of the School, who started the real movement for such a body. It became apparent during the year 1917 that the boys would have to accept increasing responsibilities in School affairs as a result of the departure of the young teachers for service in the armed forces. Consequently, Dr. Drury sent a group of boys with Mr. Winant to Kent School to study the system of self-help and student government with which Kent had been so successful. At the same time, the Form of 1918 voted to disband the secret societies that existed in the School. They then asked the Rector to set up a Student Council, which they hoped would not only give the boys responsibility in School affairs, but also reduce the hazards of group antagonism in the Sixth Form.

Throughout all of World War I, the Council took charge of all of the study halls and the majority of disciplinary matters, as well as the inspection of all buildings and the direction of the Work Program. After the war, the position and influence of the Council continued to increase. In 1921, the Honor System in examinations, adapted by Mr. Winant from the one at Princeton, was introduced in the Fifth and Sixth Forms, and the Council undertook its administration and enforcement. Visits to other schools by members of the Student Council began in the same year. In 1928, George Munson, President of the Student Council, wrote the first document outlining the duties of the Council. During these years a constant effort was made to achieve a more mature perspective in dealing with disciplinary problems.

The Council System remained basically unchanged until 1942, when a new Work Program was inaugurated. In 1946, St. Paul's hosted the first New England Student Government Association meeting. In the years 1968-1970, the Council System became the Student Council when the Council chose to discontinue its inspection of buildings. At this time the membership of the Council changed from Fifth and Sixth Form representation to representation by Houses. In the winter of 1970, the faculty and Student Council created the Community Council to fulfill the need for a student-faculty committee to discuss matters concerning the community. In 1973, three new members joined this group; one member each from faculty spouses, Food Service, and Maintenance Department. Though the Community Council itself has become obsolete, the potential for a community forum is still available.

ARTICLE II: The Student Council and Its Functions

Purpose: The purpose of the Student Council is to act as an advisory board to the Rector, to provide a channel through which the students of the School may voice their opinions and suggestions, and to serve the School at all times by helping both students and faculty members to fulfill their mutual responsibilities to the School.

Membership The Student Council will consist of four officers of the Sixth Form (a President, a Vice President, a Secretary, and a Treasurer) elected to serve the whole year; one representative from each House; and two representatives each from the Third, Fourth, and Fifth Forms.

For guidance and assistance with issues of both student and faculty concern, the Sixth Form Officers will select a Faculty Adviser. In order to celebrate the relationship between St. Paul's and the Seikei School, the President of the Seikei School Student Council, upon election, will become an honorary member of the St. Paul's Student Council.

Election Requirements: The Sixth Form Officers will be elected in the Spring of their Fifth Form year to serve for their Sixth Form year. House Representatives will be elected at the beginning of the Fall Term to serve for that year. Fourth and Fifth Form Representatives will be elected at the beginning of the Fall Term to serve for that year. Third Form Representatives will be elected in the Winter Term to serve for that year.

Elections: The following procedures will be used to elect the members of the Student Council.

Sixth Form Elections

- In mid-April there will be a meeting of the Fifth Form to explain the process and timeline for elections.
- From the end of the meeting until a date less than a week in the future, nominations will be open. Students may nominate themselves or others; however, those who nominate others are responsible for telling those they nominated.
- Statements will be due at a time no less than 24 hours after nominations close. Only those who submit statements for themselves before the deadline will be allowed to run in the election.
- Nominees will be asked to disclose their housing type (male, female, all-gender) in the same form where they submit the statement (this information will not be shared with the form. It is for the use of the Sixth Form Officers only).
- The statements will be compiled by the Sixth Form Officers and sent to the Fifth Form.
- The first round of voting will be online, and will begin once the statements are sent out. On the voting form, the nominees are listed alphabetically by last name. The top ten students, with no more than five of any one housing type (male, female, all-gender), will be named finalists and will continue to the second round. The voting system used in this round will be a simple vote where each voter receives 10 votes of equal weight.
- The finalists may complete questionnaires for the Pelican Online. The Sixth Form Officers would have input in the creation of the questionnaire.
- The finalists will give short speeches in an Election Presentation open to the entire School. The Fifth Form is strongly encouraged to attend.
- The final round of voting will take place in the classrooms of the Schoolhouse as soon as possible after the Election Presentation and will use a runoff vote procedure online for each round. The final round should be in early to mid May. If the first three positions go to the same housing type, the treasurer must represent a different housing type.

House Representative Elections

• House elections will operate on the basis of verbal nominations followed by a show of hands. They will be conducted by a Sixth Form Officer.

Form Representative Elections

- Nominations will be accepted electronically by the Sixth Form Officers following a meeting of the Form.
- There will be a first round on-line; the top three male and female candidates will be named finalists and will move on to the second round. The voting system in this round will be a ranking system in which each voter ranks candidates first or second. A first ranking will receive 2 points, and a second ranking will receive 1 point.
- The finalists will submit statements before the final round of voting. The final round will be on-line; the two finalists receiving the most votes will become the Form Representatives.

Meetings: The Council will hold one regular meeting each week at a place and time decided upon by the Council. The Faculty Adviser will be present. The President may call special meetings or may call regular meetings "closed" (in which only official members should be present) or "open" at their discretion. The Rector and the Dean of Students are welcome to meetings unless otherwise requested by the Council.

Resignation of Office: Any member of the Student Council who incurs discipline for violating a major School expectation will resign their office. See "Vacancies."

Impeachment: Any of the Sixth Form Officers may be subject to impeachment should one half of the Sixth Form sign a petition requesting it. With a two-thirds majority vote of the Sixth Form, an Officer will be removed from office. An Officer may be impeached for either of the following reasons:

- Violation of a major School expectation
- Disregard for their duties

Vacancies: may be either temporary or permanent and can result from resignation, impeachment, or any other circumstances that prevent an elected individual from performing their duties. Whenever a permanent vacancy occurs, a standard election will replace the absent representative. Recent incumbents — individuals who have resigned or been impeached — may be immediately re-elected.

Special Situations Pertaining to Vacancies Among Student Council Officers

If a temporary vacancy occurs in the Presidency, the office will temporarily devolve on the Vice President. If a temporary vacancy occurs in any of the other positions, the remaining Officers will work together to perform the duties of the absent Officer. An election will be held to fill a permanent vacancy only in the positions of Vice President, Secretary, or Treasurer. If a permanent vacancy arises in the Presidency, the Vice President will assume the role of President , thereby leaving the Vice Presidency vacant. If the Sixth Form immediately reelects the recent incumbent, they will be reinstated as President, and the Vice President will retain their original role.

Special Situations Pertaining to Vacancies

Among House and Form Representatives

If the vacancy of a House or Form Representative is temporary, the elected representative may designate an individual from their House or Form to serve as a temporary replacement. If resignation leads to a permanent vacancy within the last two weeks of a term, the recent incumbent may designate an individual from their House or Form to serve until an election is held.

ARTICLE III: Functions of the Members of the Council

Joint Duties of the Sixth Form Officers

The Officers are empowered to carry out all recommendations and decisions of the Council and of the student body, to direct the agenda of the Student Council, and to be responsible for all matters pertaining to the Sixth Form. They will keep regular meetings with the Rector and the Vice Rector for Students to discuss all matters pertaining to the school and school life. They are rotating members of the Discipline Committee and have the opportunity to attend faculty meetings.

- The Officers will address the School at the beginning of fall term.
- The Officers-elect will invite a member of the faculty to serve as Faculty Adviser.
- An Officer will preside at the election of the House Representatives as well as Third, Fourth, and Fifth Form Representative.
- The Officers will manage the Student Council email account.
- The Officers will invite a speaker for the baccalaureate service at their form's graduation.

Duties of the President

- The President will be held responsible for the decisions and actions of the Sixth Form Officers.
- They are chairperson at all Student Council meetings.
- They are responsible for the well-being and whereabouts of the Pelican Suit.
- They will present a speech at graduation.

Duties of the Vice President

- The Vice President will assume the duties of the President in the latter's absence.
- They will manage the Student Council's on-line account.

Duties of the Secretary

- The Secretary is responsible for seeing that one of the Officers writes a Student Council update for every issue of the Pelican.
- They may choose to keep records of Student Council meetings or announcements, as deemed necessary.

Duties of the Treasurer

• The Treasurer will attend to all financial matters that may present themselves to the Student Council.

House Representatives: Holding a house meeting once a week, the House Representatives will be responsible to inform their House about the decisions and discussions of the council. They will be responsible for discussing all of the issues on the Minutes and announcing upcoming votes. They will report to the Council opinions and suggestions of members of their Houses, and help students and group advisers to fulfill their mutual responsibilities to the School.

The House Representative of a student undergoing review by the Discipline Committee will serve as an ad hoc member of that committee to provide insight on the behavior of the student within the House.

Form Representatives: To ascertain the desires of each Form, the Form Representatives will hold at least one meeting of their Form per term. At these meetings, the Form should be given the opportunity to air their concern about the Council, to discuss possible activities that might be sponsored by the Form, or to otherwise improve Form unity.

Task Force: An organ of the Student Council, the Task Force's purpose is to follow up on the maintenance-related council proposals. The organization of the Task Force has historically been flexible.

ARTICLE IV: Honor System and Secrecy

The St. Paul's School Honor Code

To live honorably, we, as members of the St. Paul's community strive to be truthful, respectful and kind.

Secrecy: The Council may maintain secrecy about its methods, organization, accomplishments, or plans unless specifically requested by the Rector, the President, or a majority of the Council.

ARTICLE V: Amendments

Section A: This Charter may be amended by a three-fourths vote of the Council, provided that forty-eight hours notice is given to the student body so that they may have an opportunity to express their opinions. Such amendments must have the approval of the Rector and will go into effect immediately after such approval has been received.

Section B: Upon receiving a proposal to revise any part of the charter, the council should vote on whether to place it on the Agenda for consideration at the next meeting. If the vote is negative, the proposal will not be posted or discussed in Council.

Section C: The topic of possible changes in the Charter will be placed on the Agenda of at least one meeting of the Council during any given year.

7.4 Music Building Use Agreement

I agree to the following rules in order to be given access to the Music Building after the academic day (other than Level 1):

- I will only enter the building / room alone or with those who have approved access privileges in the space.
- I will not let anyone else into the building and/or space.
- I will use only the designated practice space and will not access any other spaces in the facility.
- I will only use the space for music practice.
- I will turn off all lights when I leave the building.
- I will return all equipment to the correct location.
- I will clean up all trash that is generated by my visit.
- I will inform Mr. Pandolfi, Mrs. Ellinwood, and Safety immediately if my ID card is lost.

By breaking any of these rules, I understand that I will lose this special access privilege both with my key card and as a guest with someone who does have privileges. I also understand that as part of the SPS Honor Code and the emphasis placed on honesty and truthfulness, the breaking of these rules may be considered a Major School Rule Violation and trigger disciplinary action.

Access Times

Level 1: All music students in curricular or non-credit lesson programs will have access to the Music Building during the academic day (no form required):

- Monday through Friday, 8 a.m. 3 p.m.
- Saturday, 8 a.m. 12:45 p.m.

Special Access Times

(Mr. Pandolfi, please initial appropriate level):

□ Level 2: Ensemble students — Level 1 plus Tues, Wed, Thurs evening access for rehearsals: 6:30 - 8:45 PM.

□ Level 3: Recording/preparing for college — Level 1 & 2 plus one hour before the class day begins (7:00 - 8:00 AM), afternoons after the class day (3:00 - 5:00 PM), and evenings until 8:45 PM Mon—Fri, Saturday until 5:00 PM, and Sunday 10:00 AM - 2:00 PM only.

Student

Signature

Dean/Associate Dean

Mr. Pandolfi

APPENDIX 8: ENVIRONMENTAL STEWARDSHIP

8.1 Recycling and Waste Policies

There are color-coded (BLUE-recycling) and (BLACK-trash) bins all around campus, in classrooms, and in residential houses.

Proper disposal of waste and recycling is part of every person's membership in the School community.

Trash: Use black bins with black bags.

Recycling (paper, glass, plastic and metal): Use blue bins with clear bags.

- There is no need to sort, our recycling is 'single stream'.
- Flatten large pieces of cardboard. There is no need to bag them.
- Recycling should be free of food. Greasy plates or cheesy foil go in the trash.
- Common items that CANNOT be recycled are napkins and Styrofoam.
- Plastic grocery bags and plastic films DO NOT go in these recycling bins.
- Other Recycling: Many other items may be recycled, just not in the blue bins. Visit eco.sps.edu for the drop-off locations for:
- All batteries*
- Hangers (from laundry and dry cleaning)
- Compact fluorescent light bulbs (CFLs)*
- Electronics, small and large*
- Plastic bags and plastic films (even if it has a recycling symbol)

*These items are, or can be, dangerous to the health of the community and the environment if not properly disposed of. Do not place them in the trash.

House Drop-Off Bins: Students are responsible for helping keep their house clean by taking trash and recycling to the house's dropoff site. These stainless steel 'rodent proof' containers can be found outside every house. Only bagged trash and recycling can be placed in these bins. Be sure bags are tied tight.

8.2 Appropriate Use of Natural Resources

Over seventy percent of School property consists of forests, meadows, ponds, and brooks. Additionally there are gardens, orchards, cattle, chickens and honeybees that community members and farmers maintain on campus. These spaces are open to all, and safe and appropriate exploration and discovery is encouraged. Please remember that the land, structures, plants and animals are all part of the School community.

- Please be respectful and safe in the exploration of the School's natural resources and towards all of the School's ecology, plant, animal or otherwise.
- Student behavior in all spaces and places on the SPS campus should be consistent with the policies detailed in this handbook
- Students should always tell another person where they are going and when they expect to return (or bring a buddy).

Please endeavor to "Leave no trace." Help maintain the wild-spaces on campus by sticking to established trails.

Notify Facilities or the Environmental Steward about any hazards or concerns encountered on the trails (downed trees, washed out areas, etc.).

EMERGENCY PHONE NUMBERS

Clark House	
ST. PAUL'S SCHOOL MEDICAL ASSISTANCE	
LIBRARY	
BUSINESS OFFICE	
Kathleen Koesterer	
RECTOR'S OFFICE	
Bonnie Roy	
Melissa Perkins	
Sarah Keefe	603-229-4845
Thomas Gregston	
Tara Greenidge	
Jennifer Fithian	
Joseph Bernier	
Robb Arndt	603-229-4813
Victoria Bernier, Global Engagement	
Suzanne Ellinwood, Dean of Students	
DEAN OF STUDENTS OFFICE Theresa Ferns, Vice Rector for School Life	603-229-4815
Safety Department	603-229-4646
Ambulance	
Police Emergency	
Fire Department	



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